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LEVENDALE SCHOOL

ACCESSIBILITY PLAN

NOVEMBER 2026

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Responsible Body: Levendale LGC

Version Control

Review Date	Updates
V1 September 2025	Legislation and good practice updates
V2 November 2026	Review of legislation and guidance, update of format

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Introduction

Levendale Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Single Equality Scheme brings together the school's approach to promoting equality in our policies and procedures, and most importantly, in our day to day practices and interactions with the school community. Our scheme includes pupils, staff, governors, parents, carers and all those within our extended school community. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best way to do this.

In accordance with "Public Sector Equality Duty" we have adopted a proactive approach to equality. This means that we will: Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact Make changes to ensure that any areas of potential inequality are eliminated.

Potential areas are:

- Disability
- Gender reassignment
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Age
- Pregnancy and Maternity

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and School Development Plan. This will be reviewed by our Governing Body. We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and School Development Plan. This will be reviewed by our Governing Body.

Policy Aims

- The school acknowledges and welcomes diversity among pupils, staff and visitors
- We will not discriminate against anyone, adult or child, on the grounds of gender, race, age, colour, religion, nationality, ethnicity, sexual orientation, physical or mental abilities.
- Provide the full educational entitlement which meets the individual needs of every child
- Provide quality learning experiences and activities which are differentiated to cater for individual needs
- Celebrate success and achievement to promote positive self-esteem and aspirations

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- Have high expectations of children's achievements and behaviour
- Develop an environment in school which promotes a sense of community and belonging and where children can exercise personal and social skills of independence, team work, self-awareness, self-respect and respect for others.
- School is opposed to all forms of racism and xenophobia including those that are directed towards religious groups and communities
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests to religious observance and practice.
- We ensure that all recruitment and employment are fair to all and provide opportunities for everyone to succeed.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.
- Encourage and develop greater parental involvement and support for our school to accomplish these aims we need to work closely with families.
- The education of young children should be promoted through a partnership in which both the home and the school play their parts to the full in order to raise standards of achievement and develop the child as a successful individual.

School Context: Levendale Primary School is located in Yarm, Stockton-on-Tees.

We have 189 pupils on role including nursery. Attendance is above National Average. The school has 15% of pupils on the SEND register, 6 who are supported by an EHCP. All pupils receiving additional support have identified needs under the SEND code of practice.

Meeting our Duties

Under the statutory duties, all schools have "General Duty" to: Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

Advance equality of opportunity between persons who share a protected characteristics and persons who do not share it; this means:

- Removing or minimising disadvantages suffered by persons.
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Foster good relationships between persons who share a protected characteristic and persons
- who do not share it.

Levendale Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all it serves and to provide a learning environment in which each individual is encouraged to fulfil his/her potential.
We collect information on our pupils including on the school Management Information System - Arbor:

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- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism.
- The Governing Body receives information on racist incidents, exclusions and bullying termly.
- Groups of pupils are tracked within the school's data report termly to ensure that all groups of
- pupils achieve.
- Collecting and Analysing Equality Information for Employment and Governance

Levendale Primary School is committed to providing a working environment free from discrimination, victimisation and harassment. We collect and analyse the following information on our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on training events
- Disciplinary and Grievance cases
- Staff performance management

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information we recognise that care must be taken when sharing or publicising statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of information Act 2000 and the Data Protection Act 1998 any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

Consultation

The Single Equality scheme highlights how the school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success.

Equality Impact Assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessments to identify the impact or effect of our policies, procedures and functions on various sections of the population, paying particular regard to the needs of minority groups. Where negative impacts are identified, we will take steps to deal with this and to ensure equality of service to all.

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An inventory of existing policies has been undertaken and there is an on-going rolling programme of policy reviews. We have used our existing school policies to inform our Single Equality Scheme.
These include:

- Accessibility plan
- Behaviour Policy
- SEND policy
- Teaching and Learning Policy
- Promotion of British Values

Roles and Responsibilities for Implementing the Single Equality Scheme –

The **Head Teacher** will: ensure that staff and parents are informed about the Single Equality Scheme and that it is implemented effectively and report to the Governing Body at least annually, on the effectiveness of the scheme.

The **Governing Body** will: support the Head Teacher in implementing any actions necessary and evaluate and review this scheme as necessary.

The **Senior Leadership Team** will: have general responsibility for supporting other staff in implementing this scheme and provide a lead in the dissemination of information relating to the scheme.

Parents/Carers will: have access to the scheme and be encouraged to support the scheme. They will be informed of any incident related to this scheme which could directly affect their child.
School Staff will: accept that this is a whole school issue and support the Single Equality Scheme.

Pupils will: be made aware of any relevant part of the scheme, appropriate to age and ability.

Commissioning and Procurement

The school, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising our Scheme

The School Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff induction
- Annual Review of Progress

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The governors will be responsible for monitoring the effectiveness of this scheme. It will be reviewed annually and revised every three years as appropriate in line with legislation.

Consideration will be given to:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- An update of the progress made against priorities If anyone would like to make a complaint with regards to this policy or any of the appendices, please follow the school complaints policy.

This Accessibility plan sets out the aims of our actions in accordance with the Equality Act 2010.

Improving access to the physical environment

Aim	Current Good Practice	Actions required	Success criteria	Responsible persons, date and review
Pupils with physical needs or a disability will have an individual plan of support or EHCP	All staff are aware of individual children's needs through shared plans. SENDCO termly monitoring. Annual EHCP reviews in place. Working in partnership with outside agencies, e.g Health Service, Occupational Therapy.	Plans in place and updated and reviewed at least termly.	Individual plans in place and reviewed termly	SENDCO, Head Teacher Termly
Staff members with physical needs or a disability will have a personalised support plan.	Head Teacher develops an individual plan for any staff members requiring personalised support.	Discussion at new staff induction.	Staff will be able to access the physical environment safely.	Head Teacher, at point of recruitment or notification of disability.
Pupils and staff with a disability have a Personal Emergency Evacuation Plan (PEEP).	Evacuation procedures are carefully considered and reviewed. All staff are aware of individual children's needs through shared plans. SENDCO termly monitoring. Health and Safety advice sought. Drills enable practice of PEEP plans.	Plans in place and updated and reviewed at least termly.	Individual plans in place and reviewed termly	SENDCO, Head Teacher Termly
Maintain access to the physical environment for adults and children with disabilities	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Space to use specialist equipment	Furniture is arranged to enable safe movement around school and in classrooms. Resources are made easily available.	Children and adults with disabilities will be able to access the physical environment.	SENDCO, Head Teacher Termly

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	• Emergency access and evacuation routes in place • Visual and auditory signals used • Areas well-lit • Furniture and equipment selected and adjusted appropriately • Seats available in waiting areas			

Improving access to the curriculum

Aim	Current Good Practice	Actions required	Success criteria	Responsible persons, date and review
Staff will receive training based on the individual needs of pupils.	EHCP plans detail requirements for children and are regularly reviewed. Staff work in partnership with parents and carers and other professionals. Bespoke training provided to staff working with disabled pupils.	Termly review.	Pupils will receive the support they need to be able to access the curriculum.	SENDCO Termly review
To enable all pupils to access the curriculum	Adaptive teaching and practice, such as scribing or recording for pupils, using technology and communication devices are in place. Support plans and EHCPs detail adjustment that enable access.	Termly review.	Pupils will receive the support they need to be able to access the curriculum.	SENDCO Termly review
Outside-agency support is in place for pupils who need this.	SENDCO refers to outside agencies, e.g. occupation therapy, health, specialist teachers, to enable children to receive the best possible support	Termly review.	Pupils will receive the support they need to be able to access the curriculum.	SENDCO Termly review
Curriculum planning provides opportunities for all pupils to take part and achieve	Teachers adapt planning to meet the needs of all children, in each curriculum area and beyond the curriculum.	SEND provision review, termly.	All children will access the curriculum and extra-curricular activities.	Class teachers, SENDCO Termly review

Improving access to information

Aim	Current Good Practice	Actions required	Success criteria	Responsible persons, date and review
A range of communication methods will ensure information is accessible.	We use a range of communication methods including: • Internal signage • Large print resources available	Ensure all staff understand their responsibilities to support communication methods.	All stakeholders will be able to access information as required.	Head teacher, school administrator, termly

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	• Pictorial or symbolic representations • Specialist communication aids • Technology • Support staff			
Pupil and parent voice will enable people to articulate their needs	Class discussions; school council and other representative groups. Opportunities for parents: pupil entry forms; parents' evenings; generic email address; staff availability	Ensure all staff understand their responsibilities to support communication methods.	All stakeholders will be able to access information as required.	Head teacher, school administrator, termly

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