



Langford Primary School

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Langford Primary aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant external agencies in order to remove or minimise any potential barriers to learning, which might put them at a disadvantage. We seek to ensure that we act to allow our disabled pupils to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people within school and beyond, and in ensuring that we continually review how we can improve access to education for all disabled pupils. As part of this process we seek and value the views of parents and other stakeholders through parental questionnaires and discussions.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. As part of the United Learning Trust, we work within our community to support each other when possible to implement this plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Pupils with a disability can access the curriculum	<p>SENCO to review what further access arrangements need to be made to ensure all learners can access the curriculum.</p> <p>KC to collect pupils voice to review actions</p>	KC	July 18	All learners identified as disabled feel they are accessing the curriculum.
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	Pupils can access the building	Currently no children or staff require the use of a wheelchair.	SG	Dec 18	All learners have access to the necessary areas of the

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Parking is available should it be required • Disabled toilets and changing facilities 		<p>SG to discuss with the estates team actions to the premises should they need to consider this and have a plan in place.</p> <p>Building works to be completed by Aug 18 to be disability friendly. Ensuring facilities are in line with requirements.</p>	Estates Team		building to support their learning.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	The learning environment is language and visually rich and supports the needs of all learners	KC to audit signage on an annual basis to ensure needs are met.	KC	Ongoing	All learning environments are accessible

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. This plan was most recently updated in June May 18.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report – Inclusion Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 stories plus a top floor penthouse	Discussion to be had with the estates team about appropriate plan to ensure access to all levels of floor if required.	SG	July 19
Corridor access	Corridors are wide and accessible around the school	Caretaker on daily walks to ensure nothing is obstructing the corridors	Caretaker	Daily
Parking	The school has space should parking be required	School to decide plan for parking access if needed.	SG	Dec 18
Entrances	Access to main school entrance is accessible.	New building work to consider access arrangements and how this can be further improved.	Estates team	Dec 18
Ramps	Currently no ramps on ground floor	Speak with estates team and what needs to be considered	Estates Team	Dec 18
Toilets	Disabled toilets are on ground floor of school	As school considers future building works, ensure access remains priority and new disabled toilet is appropriate	Estates Team	Aug 18
Reception area	Wide space, low desks and easy access	Consider how this will be maintained if building works commence. Consider signing in design of new desk	Estates Team	Aug 18

Internal signage	Visuals and language around school to support learners	Consider plan if braille is required	KC	July 19
Emergency escape routes	Ground floor escape routes are accessible	Consider this access in light of proposed building works	Estates Team	June 18