



ACCESSIBILITY PLAN

LANGFORD PRIMARY SCHOOL

Governor Ratification: November 2021
Head teacher: Seamus Gibbons
Date of next review: November 2025

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.

We aim 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.



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	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 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 continually review what further access arrangements need to be made to ensure all learners can access the curriculum.</p> <p>Ensure pupils with a disability are identified early to provide most effective support in a timely manner, via baseline assessments completed within first 4 weeks of attending school</p> <p>AW to collect annual pupil voice to review actions.</p>	AW	Ongoing	All learners who identify as disabled feel they are accessing the curriculum.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Family liaison officer is available to meet with families as needed for support		Continue to build and strengthen networks with specialists/provisions			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps available on-site if needed • Corridor width is adequate • Parking is available if required • Disabled toilets and changing facilities available on the ground floor 	Pupils can access the building	<p>Currently no children or staff require the use of a wheelchair.</p> <p>In the short term classrooms could be re-arranged to accommodate a wheelchair.</p> <p>SG to discuss alternative options for longer term solution, if required, with the Estates team</p>	SG Estates Team	Ongoing	All learners have access to the necessary areas of the building to support their learning.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <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	AW to audit signage on an annual basis to ensure needs are met.	AW	Ongoing	All learning environments are accessible.

4. Related Policies and documents

- United Learning Equality Guidelines
- Medical Needs Policy
- Anti Bullying policy
- Inclusion Policy
- SEN information report
- Health and Safety policies
- Equality policy

5. Policy Review

This policy will be reviewed every 4 years by the governing body, as part of its monitoring cycle.