

Date: January 2023

Review Date: January 2025

Accessibility Plan

Langenhoe Community Primary School



PREPARED BY:

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APPROVED BY:

Governing Body



Langenhoe Community Primary School

Accessibility plan

Rationale

At Langenhoe School we are committed to ensuring quality of education and opportunity for disabled pupils. We aim to develop a culture of inclusion and diversity in which all pupils are able to participate fully in school life (including extra-curricular activities) regardless of disability. We aim to promote inclusive teaching and make sure that all staff have a knowledge of the required duties under the Equality Act (2010) and that all staff share responsibility to remove barriers to learning for disabled pupils.

Disability is a protected characteristic as detailed in the Equality Act 2010, which also states that a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Equality Act (2010) encompasses the previous Disability Discrimination Act (2005) under which schools have had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in three key areas (detailed below). It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Areas of planning responsibilities

- **Increasing access for disabled pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- **Improving access to the physical environment of school** (this includes improvements to the physical environment of the school and physical aids to access education).
- **Improving the delivery of written information to disabled pupils** (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame).



Improving access to the curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Targets achieved	Action/ Success Criteria	Timescale	Responsibility	Outcomes
Ensure all staff are aware of children in each class that are on the SEND register and that appropriate My Plans are drawn up as per guidance.	Circulate SEND register for all classes.	On-going	SENCo	SEND children's needs are fully met and paperwork is kept up to date and relevant to the needs of the child.
Ensure individual pupil profiles for each child are kept up to date with relevant information related to the child.	Teachers to enter information related to educational needs/ physical/social/emotional aspects that may be relevant to child's development.	On-going Profiles move up with children to new classes	Headteacher to monitor	Class teachers and LSAs are aware of any issues surrounding the child: this information is securely passed on to the next teacher.
Up to date class provision maps are created termly and updated half termly.	Appropriate lines of progression and resources related thereto are known to all teaching staff; children's needs are fully met and school resources fully utilised.	On-going	SENCo /class teachers	Disabled/vulnerable children are well provided for through appropriate provision
Intervention strategies are put in place for children identified as not reaching national	Identified children tracked via Pupil Progress meetings and Performance Management of each teacher; relevant	Annual	Headteacher in liaison with class teachers	Disabled/vulnerable children's progress is closely monitored and relevant intervention strategies deal



expectations or making slow progress	strategies documented and evaluated.			effectively with any low performance.
Extra-Curricular clubs accessible to all children.	Attendance by disabled/vulnerable children tracked. Views of such children sought in cases where attendance is low.	Termly monitoring of attendance registers.	Headteacher	Children are not disadvantaged from attending extra-curricular clubs because they are disabled/vulnerable.
Staff training is provided and kept up-to-date to support pupils with SEND.	Staff feel confident in supporting pupils with SEND and those pupils will make progress.	On-going	SENCo / Headteacher	Disabled/vulnerable children are well provided for through appropriate provision.
Classes are organised to promote independence and participation of all pupils.	Pupils are able to fully participate with opportunities for working independently.	On-going	Class teacher in liaison with SENCo.	Disabled/vulnerable children are well provided for through appropriate provision.
Hearing-impaired radio equipment is used and is in working order	Hearing-impaired pupils are able to fully participate.	On-going	SENCo/ Specialist HI teacher/LSA	Hearing-impaired pupils are able to access the curriculum fully.

Improving Access to the Physical Environment

Targets	Action/ Success Criteria	Timescale	Responsibility	Outcomes
School is aware of the access needs of any disabled pupil.	School environment is accessible to all children.	On-going	SENCo to be aware through one plan and to inform Headteacher.	All children's accessibility needs catered for and all staff aware of such needs.
All building work considers any possible accessibility issues.	Any changes to physical environment take account of possible accessibility	On-going	Headteacher in liaison with consortium site manager. Site manager to liaise with contractors.	Physical environment continues to be accessible to disabled children.



	needs for disabled children.			
Ensure entry point to classrooms, reception area and hall is fully accessible to all.	Consider placement of any furniture etc. that may obstruct entry for wheelchair users.	On-going	Headteacher and class teachers.	All areas within the school building provide a clear and welcoming environment for any disabled visitors, children, and staff.
Pupils with disabilities have access to the disabled toilet.	Access to the disabled toilet is free and available.	On-going	Headteacher	Physical environment continues to be accessible to disabled children.
Pupils with disabilities have a disabled parking space for ease of access to the school.	A designated marked out disabled parking space is free and available.	On-going	Headteacher	Physical environment continues to be accessible to disabled children.
Changing and shower facilities are available.	Access and support to the changing and shower facilities are available.	On-going	Headteacher	Physical environment continues to be accessible to disabled children.
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access. Egress routes visual check.	On-going and as required and as appropriate. Weekly	Local Authority Site Manager Headteacher	All disabled staff, pupils, and visitors able to have safe independent egress.

Improving Access to Information

This will include planning to make written information, that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks, and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.



Targets achieved	Action/Success Criteria	Timescale	Responsibility	Outcomes
Ensure any parents/carers/family members have an opportunity to declare any disability.	Regular entry in the newsletter.	Annual	Headteacher	Known disabilities can be catered for as far as is possible and practical.
Review information to parents/carers to ensure it is accessible.	Review all letters home to ensure best method (i.e., electronic or paper) is used. Use of text messaging as a method of communication. Parent support leaflets on helping their children.	On-going	Admin Officer	Parents/carers are provided with information that is accessible to them.
Pupils are aware of their own learning styles and access needs.	Children encouraged to develop their key skills and identify any access needs.	On-going	Teaching Staff	Pupils, where possible, are able to demonstrate/ articulate their access needs and know their strengths and areas of development in key skills.
Parents are able to request written information in different formats when specifically requested including alternative languages.	All parents will have access to all school information.	On-going	Admin Officer	Parents/carers will be provided with information that is accessible to them.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	Office	Parents/carers will be provided with information that is accessible to them.
Annual review /my plan information to be as accessible as possible.	Use the child friendly my plans, annual review workbooks, child friendly questionnaires and	On-going	SENCO	Staff more aware of pupils preferred method of communications.

Date Created: December 2015

Reviewed: Spring 2017, November 2019, November 2020, January 2023



	reception child friendly questionnaire.			
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To be reviewed: November 2025