



Langley Green Primary School Accessibility Plan 2020 - 2023



1. VISION STATEMENT

Our school is a community in which all feel welcome and valued, and in which all expect to be challenged to better their best and have their successes celebrated. Learning is at the core of all we do. Our school develops active independent learners equipped with the necessary skills and attitudes to continue on their paths of discovery and contribute positively to the communities in which they find themselves. We work in partnership with children, parents, carers and governors to encourage integration and equality, ensuring our environment enables full curriculum access and that achievement is open to all. The experiences we offer at Langley Green Primary School are focused on allowing each of us to become the best we can be.

2. AIMS AND OBJECTIVES

This accessibility plan relates to key aspects of the physical environment, curriculum and delivery of information. It aims to ensure the school is effectively improving accessibility for disabled pupils, staff and visitors to the school. The plan has been written and published in compliance with the Equality Act 2010. It outlines relevant and timely actions the school is taking to:

- Increase the extent to which disabled pupils can participate in the school's curriculum (Covering teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits as well as covering the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe)
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (Covering the addition of specialist facilities and improvements to the physical environment), and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (Covering improvements to the delivery of information, which should be made available in various preferred formats)

3. CURRENT GOOD PRACTICE

As a school, we collect all relevant information about any disability in early communications with new staff, visitors or parents/carers of new children. We act on this information in a timely manner, taking into account any preferences expressed by the individual concerned or, where more appropriate, their parent/carer. We maintain good channels of communication with visitors, staff, children and parents/carers already at our school and modify our practice in light of any new information shared. Where an individual has a disability, advice is sought from outside agencies on how best to provide for their needs and, where appropriate, this advice is accessible to the individuals working with this adult or child. Arrangements are made to ensure the individual is afforded as much independence as possible but is supported as and when necessary.

4. CURRICULUM

Our school curriculum is differentiated, where possible, to ensure equal access for all. Some areas of the curriculum present a particular challenge. These include PE and Science, where physical or visual impairment could be highly problematic. These cases are managed on an individual basis, advice is sought from appropriate professionals and, where possible, adjustments and accommodations are always planned and actioned.

5. PHYSICAL ENVIRONMENT

Reasonable adjustments are made to enable disabled pupils to participate in the wider curriculum and extra-curriculum activities. There is disabled access to all teaching and learning spaces and disabled toilet facilities are available.

6. DELIVERY OF INFORMATION

Different forms of communication are made available, on request, to enable all disabled visitors, pupils and/or their parents/carers to access school information, express their views and to hear the views of others.

7. ACCESS AUDIT

On-site car parking for staff and visitors includes one designated disabled parking bay. The school is fully accessible to wheelchair users. The main entrance features a secure lobby. Whilst this is accessible to wheelchair users it does not have a lowered reception window. Reception staff will come around to the outside of the office to interact with any wheelchair users visiting the school. The school has internal emergency signage and escape routes are clearly marked. Disabled toilets are fitted with a handrail and an emergency pull cord.

6. ACTION PLAN

This plan sets out the school's Accessibility Objectives for a period of three years. These are specific and measurable, and between them address each of the three requirements to improve accessibility for disabled people to the site and activities within the school.

Objectives	Actions	Outcomes
Ensuring the needs of all individuals, including those with any kind of disability, are appropriately met.	When the school is made aware that an individual with a disability will be using the school site, a full risk assessment is undertaken. This risk assessment identifies all of their needs and ensures all appropriate measures are taken to safely and effectively meet these needs.	All individuals using the school site are able to do so safely and with the confidence that they are valued and welcomed.
Ensure admissions procedures allow for equal opportunity for all prospective pupils.	Liaise with the Inclusion Leader to review potential intake of children for the coming academic year, ensure equal opportunities. Identify pupils who may have additional needs.	Children with disabilities will have equal access to school places in Nursery and Reception.
Ensure all statutory policies reflect inclusive practice and procedures and that staff are adhering to these policies.	Ensure all policies adhere to the Equality Act 2010. Share all new and updated policies with all staff. Monitor, through informal observation, the degree to which teachers are including disabled pupils in the curriculum.	All staff will be aware of equality duties and this will be reflected in their inclusive practice.
Ensure the needs of any child attending or due to attend the school, who has a disability, is able to access the school curriculum to the greatest degree possible and actively engage in classroom discussions and activities.	Establish and maintain close liaison with outside agencies and professionals supporting children with on-going disabilities. Establish and maintain good channels of communication with parents and carers. Organise staff training and development, where and when a need is identified.	All children will be able to access the school curriculum to the greatest degree possible and actively participate in classroom activities and discussions.

	<p>Employ additional support staff, where appropriate.</p> <p>Source and use specialist equipment, software and resources to support a child's needs, where appropriate.</p> <p>Ensure class teachers take account of the various learning styles when teaching.</p> <p>Ensure disabled access to all teaching spaces.</p>	
Ensure extra-curricular activities are accessible for all.	<p>Prior to any planned visit or extra curricular activity, ensure that the venue and/or activity is accessible to individuals with a range of needs.</p> <p>Where possible make choices, with regard to venue and activity, that enable the inclusion of all individuals wishing to take part.</p> <p>Make any reasonable adjustments to ensure the participation of all individuals wishing to take part.</p>	All eventualities have been explored and, where possible, all planned visits and activities are accessible for all.
To promote the development of a positive view of disability.	<p>Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled individuals.</p>	All disabled individuals will feel valued and know that they contribute meaningfully to the school community.
Ensure outdoor resources for Nursery, KS1 and KS2 children are accessible for all pupils.	<p>Consider the needs of all current pupils when planning any future changes, alterations or purchases.</p> <p>Consider how these resources meet the needs of pupils due to join the school and make arrangements to purchase additional resources where necessary.</p>	All children can use the whole range of equipment and access the whole curriculum.
Emergency evacuation of children with a range of disabilities.	<p>Review current procedures in light of any newly identified disabilities and adapt for all contingencies.</p>	Individuals in wheelchairs etc. can exit easily & quickly.
Ensure all teaching areas: tables, chairs and layout accommodate wheelchair users and other people with disabilities.	<p>Purchase accessible furniture and resources.</p> <p>Consider furniture layout.</p>	All teaching areas are fully adapted for a range of learning needs and disabilities.
Ensure pupils and parents with hearing impairments are able to access all information shared.	<p>Where a need is identified, ensure an appropriate method of interpretation is sourced for parents meetings and assemblies/events.</p> <p>Ensure appropriate training is provided for staff working with children with hearing impairments.</p>	All pupils and parents will have access to the same information.
Enable improved access to written information for pupils, parents and visitors.	<p>Raise awareness of font size and page layouts. Consider this for letters sent home (for visually impaired parents consider the need for verbal communication).</p> <p>Ensure the school library has availability of large font and easy read texts.</p> <p>Ensure the signage around the school is accessible to all.</p>	All pupils and parents will have access to the same information.
Improve website so that information is accessible to all.	<p>Look in to accessibility possibilities.</p> <ul style="list-style-type: none"> • Enlarged text for the visually impaired? 	The website will be accessible to people with a range of disabilities.

This plan relates to the period between September 2020 and September 2023. It will remain under review during this period and will be revised where necessary.