

Accessibility plan



Langton Primary School

Our Vision

Our vision is for Langton to be an excellent school, where outstanding practice and a nurturing ethos enable every child to thrive.

Our Mission

To achieve our vision, pupils, parents, staff and governors work in partnership to provide an engaging, safe and sustainable learning environment, delivering excellence and equality for all. Children develop their independence and resilience and are prepared well for the future through the provision of a rich and effectively sequenced curriculum and a wide variety of extra-curricular opportunities

Approved : Langton Governing Board
by:

Date: 26th
September
2024

Last reviewed on: 26th September 2024

Next review due by: September 2027

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.

At Langton Primary School our values reflect our commitment to a school where there are high expectations of everyone with a focus of promoting inclusivity. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

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

We have included a range of stakeholders in the development of this accessibility plan.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. © The Key Support Services Ltd | thekeysupport.com/terms

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with disabilities and special needs.	<ul style="list-style-type: none"> Our school offers a differentiated curriculum in maths and some foundation subjects. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Children with special educational needs and disabilities enjoy school. Phonics teaching is differentiated, and catch-up interventions are effective. Effective support from outside agencies, such as the reading hub. 	All children's needs are identified promptly, and all lessons are tailored to meet the needs of the children.	SENCO to lead progress meetings to support teachers in identifying pupils not on track.	SENCO / Head of School	Spring 25	All children in receipt of evidence- based interventions make rapid progress and achieve IPM targets.
		Expectations for all pupils with SEND are high.	Create a culture of high expectation for all pupils.	Leadership	Summer 25	Teachers identify the gaps in children's learning through clear assessment systems and plan for these accordingly.
		Children's gaps in learning are identified and effective support is in place to allow these learners to flourish.	Whole school strategy for assessment for all learners.	Head of School	Summer 25	Interventions match the needs of the children.
		Interventions are specific and targeted by class teachers.	SENCO to advise class teachers on IPMS and in progress Meetings.	SENCO	December 24	Staff members are secure in their knowledge of supporting children with SEND.
		Teachers take responsibility for progress of pupils with SEND within their class.	Teachers to lead on assessment and direct interventions to close attainment gaps.	Teachers	December 24	Children are regulated and ready to learn in school and engage in a full and broad curriculum.
		Staff have a good knowledge of supporting children in lessons using resources.	Training, support from the SENCO and SEND Hub. Staff training on SEMH and strategies to support them in the classroom.	SENCO	Autumn 24	A whole school approach to
		Children with SEMH needs are supported well within their learning and receive a broad and balanced curriculum.		SENCO	Autumn 25	

						regulation has been adopted.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Accessible toilets and changing facilities • Bus stop parking outside school 	To explore the access to the playground for wheelchair and pushchair users due to two sets of stairs both indoors and outdoors.	To have a plan ready to be executed for each teaching space with 'step access' and no ramps.	Executive Headteacher	Summer 25	A clear plan in place should someone with mobility difficulties need to access a space with steps in school.
		To explore the toilet facilities in school and access arrangements for young or disabled children.	To explore the toilet arrangements in school to ensure safe access from the nearest classroom to the toilet.	Head of School	Autumn 24	Improvement in accessible toilet and changing facilities in school.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Some staff have makaton training to L1 <p>There is no use of braille on signage and no hearing loops. This may need exploring in the future.</p>	<p>To use software such as widget to create visuals to support learning and understanding.</p> <p>To use social stories to support children with changes.</p> <p>Classroom to be labelled correctly using pictures and words or symbols.</p> <p>Makaton is taught through the curriculum.</p>	<p>Widgit log in is shared with staff and training given.</p> <p>Training on writing social stories.</p> <p>To agree which signs should be in Communicate and Print around school and share with staff.</p> <p>EYFS staff to receive Makaton training.</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Autumn 24</p> <p>Summer 25</p> <p>Summer 25</p> <p>Summer 25</p>	<p>Communication is clear for all pupils.</p> <p>Staff feel confident to use widget software to support children. Visuals support children's understanding.</p> <p>Pupils are well prepared for changes within their routine through use of social stories. Children who require these are identified within IPMs.</p> <p>EYFS teachers use Makaton and are training in L1 to support communication and understanding.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved and reviewed by Langton Governing Board.

5. Links with other policies

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

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