



Langdale Church of England Primary School

Every child is valued. No one left behind



LANGDALE CE PRIMARY SCHOOL

ACCESSIBILITY PLAN

2023 – 2026

Approved by ¹	
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Position:	Headteacher
Signed:	
Date:	24 th November 2023
Review date ² :	November 2026

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
RU1	Adapted by Headteacher & governors of Langdale CE Primary School	July 2020
RU 2	Reviewed	November 2023

CONTENTS

1.	INTRODUCTION	1
2.	DEFINITION OF DISABILITY	1
3.	REASONABLE ADJUSTMENTS.....	2
4.	AIMS OF THE ACCESSIBILITY PLAN	2
5.	KEY OBJECTIVES	3
6.	CONTEXTUAL INFORMATION.....	3
7.	DEVELOPMENT	4
7.1	The Purpose and Direction of the School's Plan: Vision and Values.....	4
7.2	Information from Pupil Data and School Audit	4
7.3	Views of those Consulted during the development of the Plan	4
8.	SCOPE OF THE PLAN.....	5
8.1	Increasing the extent to which disabled pupils can participate in the school curriculum	5
8.2	Improving the physical environment of the school.....	6
8.3	Improving the delivery of information to disabled pupils.....	8
8.4	Financial Planning and Control	8
9.	IMPLEMENTATION	9
9.1	Management, Coordination and Implementation.....	9
9.2	Monitoring	9
9.3	The role of the LA in increasing accessibility.....	9
9.4	Accessing the School's Plan	10
10.	RELATED POLICIES	10
APPENDIX A(i)	- Template Plan (Improving Access to the Curriculum)	
APPENDIX A(ii)	- Template Plan (Improving Access to the Physical Environment)	
APPENDIX A(iii)	- Template Plan (Improving Access to Written Information)	
APPENDIX B(i)	- Example Completed Plan (Improving Access to the Curriculum)	
APPENDIX B(ii)	- Example Completed Plan (Improving Access to the Physical Environment)	
APPENDIX B(iii)	- Example Completed Plan (Improving Access to Written Information)	

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

At Langdale CE Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to a pupil's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Langdale CE Primary School is a Voluntary Aided primary school located in a unique and idyllic setting in the heart of the Lake District National Park, less than 5 miles from the town of Ambleside. The school is set in extensive grounds in the small village of Chapel Stile where we make regular use of the Village Hall and Holy Trinity church.

The fundamental elements of the Early Years Foundation Stage curriculum filter through each stage of our children's learning journeys – developing through experiencing, problem-solving, exploring, risk-

taking and decision-making in a safe, supportive and invigorating environment. This approach develops freedom of spirit, independence of mind and responsibility for learning, and allows all of our pupils to access learning in a way that suits them. Our school is entirely inclusive, with respect and tolerance at its core. We celebrate the diversity in our community and further afield. (Even in our small school) we have children from a range of cultural backgrounds including Polish, Spanish and South African. Our children are taught in 3 different class groups and we deliver the National Curriculum over a three-year rolling program of study to accommodate or mixed age classes.

In our small, friendly, caring and creative school – we currently have 32 pupils (Nov 2023) – we have the resources to ensure that we can look for, identify, fulfil and extend potential in its many and varied forms.

We are very lucky to receive financial support from Kelsick's Educational Foundation which allows us to maintain a low pupil to teacher ratio and ensure that every child receives the support that they need.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our School:

- *has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to disabled pupils in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;*
- *will continue to focus on removing barriers in every area of the life of the school;*
- *is committed to embracing equal opportunities for all members of the school community.*

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- *The school has identified that we will have, at the start of the academic year 2023/24 pupils regarded as disabled under the terms of the DDA.*
- *Our annual development plan takes into account the needs of our diverse pupil population as well as the needs of its wider community.*
- *The local authority agencies have not identified any pupils with a disability currently in feeder nursery/primary schools who may wish to come here.*

In order to ensure that our data is up to date and accurate we will:

- *liaise with the Local Authority so as to identify and therefore plan a response to pupils with a disability well before they arrive;*
- *improve the information dissemination from our Learning Support facility;*
- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled pupils;*
- *use all available data to inform the planning of individual pupil learning patterns;*
- *use information supplied via previous Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.*

7.3 Views of those Consulted during the development of the Plan

We will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for pupils wanting to enrol here;*

- *consult SEND governor to discuss any precise details if required*
- *consult staff including specifically SENCo and class teachers*
- *set up a structure to allow the views of pupils, both able and disabled to be taken into account;*
- *survey parents/carers to ascertain their views on our provision for disabled pupils and any developments they feel would be of use to the pupils and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled pupils in their education and future careers;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled pupils to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils;
- to investigate alternative provision/routes and collaboration that will assist disabled pupils to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

At Langdale CE Primary School we are committed to supporting, challenging and nurturing all children to enable them to achieve their full potential at school. This is done through quality first teaching in the classroom, by our teaching and support staff.

In some cases it may be beneficial for our children to access further help and support. If there is a need for a child to have access to specific styles of learning and support, to remove a barrier to learning, this will be done through a graduated approach. This will be initiated by the class teacher, and supported by the SENDCo. We work closely with a range of professionals to make sure we fully cater for each individual. Some of the support that we receive comes from; Educational Psychologists, Behaviour and Emotional Welfare Specialist, Speech and Language, Specialist Advisory Teachers (Autism, Deaf and Hearing impaired), Young Carers and Action for Children.

We will always endeavour to work in close partnership with the child and parents/carers to ensure open communication and sharing of information.

Staff training is a priority to ensure that all children with an additional need is fully understood and catered for. Some training is offered to all staff who will come into contact with the child or it may be more specific to certain adults working with the child. Training which has been undertaken for our current cohort of SEND children include: hearing and impairment (working with cochlear implants) and autism awareness. Additional training in dyslexia and dyscalculia is planned.

School and class organisation is reviewed frequently to ensure the best environment for teaching and learning for different cohorts of children. Staff are deployed where it is deemed most appropriate, with a number working 1:1 with children with designated hours (EHCP funding) or offering small group support and intervention.

Careful planning is carried out by the Headteacher and SENDCo to ensure all children have access to a full, broad and balanced curriculum including a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments may need to be made to ensure individual needs are met in line with the SEND framework. The accessibility strategies and plans help Langdale School to ensure that we are planning and preparing to respond to the particular needs of individual pupils.

Governors are made aware of the actions within the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These include:

- consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;
- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;
- taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

8.2 Improving the physical environment of the school

To increase the extent to which disabled pupils can take advantage of education and associated services, we will:

- In consultation with the LA and our assigned Diocese Consultant (where necessary and appropriate) investigate various improvements to the site;
- Improve accessibility points to different curriculum areas;
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and

premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

At Langdale CE Primary School we are committed to supporting, challenging and nurturing all children to enable them to achieve their full potential at school. In the physical environment we aim to make all areas accessible for all.

The school building is on one storey with all main entrances accessible by wheelchair. However, the age of the building means that flow through the school may be inhibited for wheelchair users.

Many improvements have been made including:-

- Using contrasting colours on walls and door frames providing visual contrast between features. Step nosings and a contrasting handrail have been installed in the lower classroom which is accessible, internally, by three steps.
- Improved signage and emergency lighting.
- Improved access to the Early Years provision (completed in 2015). The new extension includes double doors both internally and externally and ramp access from the outdoors area.
- Installation of double-glazed, sash windows throughout school (2018). This has improved the physical environment by providing ventilation in the warmer months and warmth in the winter, maintaining comfortable conditions.
- Upgrading classroom flooring to facilitate flexible use of the space in school
- Providing a range of ICT equipment such as laptops, interactive whiteboards, touch screens and specialist software packages e.g. Nessy which is a literacy support package designed specifically for children with literacy difficulties.
- Creating “safe” spaces that children, who need personal space, can retreat to
- Creating a sensory outdoor learning space

Since 2016, we have employed Lea Hough & Co to oversee all building projects undertaken in school. As our Diocesan consultant, Lea Hough & Co, have full knowledge of DDA requirements in school and advise accordingly.

The governors acknowledge that, although improvements have been made, more can be done. We understand that children and young people need attractive, accessible school buildings and that inclusive design can enable and empower those with SEN and disabilities to participate fully in life at school and in the wider community.

In looking at improvements to the school’s physical environment, consideration will also be given to the School Condition Report of 20 February 2018, Designing for disabled children and children with special educational needs: Guidance for mainstream and special schools, and Standards for School Premises.

The governing body will consider improvements to the physical environment including:

- Changes to the outside of the school building e.g. improve access to outdoor areas and marking a disabled parking bay
- Changes to improve internal access, including the provision of disabled toilet facilities and the unification of signage throughout school (considering tactile signage for visually impaired pupils and visitors),
- Improvements to the acoustic environment, which may include the installation of a hearing loop system, wall and ceiling acoustic panels for classrooms and visual fire alarm for hearing impaired children and visitors
- Continuing to improve ICT facilities with both current and future pupil’s needs in mind.

The school premises plan is prepared alongside, and included in, the school development plan. The finance and premises committee will identify priorities in consultation with the head teacher. The monitoring and evaluation process will be combined with the termly health and safety governor monitoring visits and will be carried out by the delegated H&S governor.

8.3 Improving the delivery of information to disabled pupils

To improve the delivery of information that is provided in writing for disabled pupils, we will strive to:

- produce all school literature at the correct font size to help visually impaired pupils and in a font that is accessible e.g. Calibri;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The head teacher and Business Manager, in consultation with teaching and support staff, will prepare an information plan consistent with the aims and objectives of this accessibility plan. This will be reviewed and monitored by the delegated SEND governor during monitoring visits. The SEND governor will report back to the full governing body through their monitoring reports.

The governor's plan to make information normally provided by school in writing available to disabled pupils, parents, staff and visitors by:

- Ongoing auditing of written communications – ensuring that they:
 - Are written in plain English
 - Use an accessible font such as Arial, Calibri, Tahoma
 - Are consistent throughout school
 - Are checked for accessibility prior to publication
 - Are provided in HTML format where possible
- Providing written guidance for all members of staff creating documents and offer training sessions where appropriate
- Creating a website accessibility statement with a link to [AbilityNet](#)
- Liaising with the SENDCo to identify how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- Including effective communication in the monitoring visits of governors
- Signposting alternative formats for published material e.g. Braille, Makaton, if requested

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

We will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will monitor and in their annual report to parents on the accessibility plan identify any revisions as necessary. The report may include:

- *success in meeting identified targets;*
- *changes in physical accessibility of school buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *Ofsted inspections that identify higher levels of educational inclusion.*

9.3 The role of the LA in increasing accessibility

If applicable, Governors may comment in their report to parents on the impact the LA has had upon supporting the Langdale school to achieve the successful implementation of our accessibility plan. Information provided may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- linked building adaptations to refurbishment and capital building works;

- informed schools/settings how information can be provided in a number of different formats.

9.4 Accessing the School's Plan

- Plans could be made to investigate symbol software to support learners with reading difficulties.
- Raising awareness of font size and page layouts will support pupils with visual impairments.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.
- Auditing the use of, and methods of displaying materials around the school.

This could be done through:

- presentation in a section on the school website open to all visitors to the site;
- mention in the head teacher's newsletter of the availability of the plan;
- open evening/parents' forum with this as a theme.

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools/settings and staff.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures

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LANGDALE CE PRIMARY SCHOOL					
ACCESSIBILITY PLAN 2023 – 2026					
IMPROVING ACCESS TO THE CURRICULUM					
Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Curriculum progress is tracked for all pupils and suitable targets are set.	Ensure all set targets are set effectively and are appropriate for children with additional needs.	All children will have set targets that are realistic and achievable.	Ongoing	Clear progression for all children across school.	
All areas of the curriculum can be fully accessed by all children.	Adjustments can be made when challenges are presented. For example, additional one-to-one support, using tailored resources, or adapting sports played in PE. Staff will regularly review curriculum to ensure it meets the needs of all children.	Using a range of inclusive strategies, all children will have full access to curriculum areas.	Ongoing	Inclusive lessons taught, therefore all children at school will have access to the same curriculum.	
All extra-curricular activities are inclusive for all pupils at the school.	Review all extra-curricular provision to ensure it is fully inclusive for all pupils.	All extra-curricular activities will be conducted in an inclusive environment and any children with additional needs will have full access to these.	Ongoing	Increase in access to all extra-curricular activities for children with additional needs.	
Effective use of TA deployment.	Establish clear timetable for TA's for supporting children with disabilities and clear guidance as to how they can support.	Adult support is available during key times that individual children may need support lunchtimes, PE lessons, extra-curricular activities.	Ongoing	Children who need individual adult support to participate in some activities have access to this.	
Continued training for staff and wider school community.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community will have an awareness over any issues they may face.	Ongoing	A more inclusive school and social environment will be created.	

LANGDALE CE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2023 – 2026

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	Signage	“Signs should form part of an integrated communication scheme that gives clear directions, information and instruction for use of a building” Sign at door entrance to assist visually impaired visitors Ensure new signage meets DDA criteria Signs should be uniform – all British Standard or all EU Consider introducing tactile signage – tactile signage makes visual information accessible to blind and partially sighted people Consider positioning of signage – put signs lower down for pupils/visitors in wheelchairs	Autumn 2023 Ongoing Ongoing Ongoing As new signage is introduced			
	Replace door furniture	Replace door knobs with lever furniture. People with impaired mobility/arthritis cannot grip knob furniture	Autumn 2023			
	Disabled toilet/Nursery Changing facilities	Following a successful bid via Diocese SCA funding we now have a disabled toilet facility within the school. Consideration now to be given to include changing facilities for nursery ages children.	Completed Summer 21 Spring 2024			
	Improvement to acoustic environment for pupils with hearing impairments	Replace the recommended percentage of tiles in suspended ceilings with acoustic tiles in consultation with specialist contractor Install acoustic panels in EYFS classroom in consultation with specialist contractor Consider installation of a hearing loop when finances allow	Autumn 2023 Autumn 2023 ongoing			

	Variety of seating in staff room	Provide seats with arms in the staff room – a variety of seating is needed as not everyone can manage chairs without arms	Autumn 2023			
	Staff training	Train staff in evacuation procedures especially in helping the impaired	2023-2024			
	ICT Equipment	Carry out a review of ICT equipment	Autumn 2023			
	Improve access to extra-curricular activities	Consider a wheelchair accessible minibus when consideration may be given to replacing the current vehicle.	Spring 2024			
	Kitchen refurbishment works to be proposed via SCA bid	The works would be to include the stripping out works, electrical works, new flooring, suspended ceiling, decoration, and installation of new kitchen fittings and appliances etc.	November 2023		Lea Hough	
	Improving the physical environment for all pupils and staff	SCA funding was sought to update the current heating system. Consideration to be given to applying for funding to improve the distribution of the system.	Apply in the SCA funding round 2024-25			
	Improving the visual environment for pupils with visual impairments.	Incorporation of appropriate colour schemes when refurbishing the interior of the school – seek advice from SEN Service and relevant pupils on appropriate colour schemes.	2024-25			

LANGDALE CE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2023 – 2026

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved	
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.		Spring 2024	Parental opinion is surveyed and action taken appropriately.	
All staff aware of the importance of good communication and of the practices that have been adopted in school	Hold in-house training courses for staff	Staff are aware of the importance of good communication systems Written communication is consistent and accessible	Ongoing	School is more effective in meeting the needs of pupils.	