

Accessibility plan

Langrish Primary School



Our Rights Respecting ethos recognises (Article 2 and 23 in particular) that all children have rights set out in the UNCRC, and individual children and young people shouldn't be discriminated against when these rights are realised.

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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.

What does our school do to eliminate discrimination ?

We have set a **clear vision and values** which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.

We have **up-to-date and ratified policies** which set out a clear message that discrimination is not tolerated. This includes the staff code of conduct, rights respecting behaviour, anti-bullying, safeguarding and child protection policies.

We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability.

The governing body and school leaders involved in recruitment will **avoid unlawful discrimination in all aspects of employment** including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Through a **structured PSHE curriculum offer (including SCARF curriculum), assemblies, workshops and visits**, equalities will be discussed with and taught to the children – with specific reference to relevant protected characteristics in Key Stage 2 - , exemplifying the **British Values** and **school values** that we believe in.

School display space will be used to celebrate difference and promote awareness of the protected characteristics. Our EARA group (Equalities and Rights Advocates) work alongside other county schools to promote and share positive practices which support the equality of our community.

Our Rights Respecting ethos recognises (Article 2 and 23 in particular) that all children have rights set out in the UNCRC, and individual children and young people shouldn't be discriminated against when these rights are realised.

This 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, including parents, staff, pupils and Governors.

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 premise.

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 a disability Amber text denotes current targets	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils 	Ongoing				
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum 	Ongoing				
	<ul style="list-style-type: none"> We work closely with STA staff to help plan PE and sport 	To ensure all areas of PE are inclusive	Termly discussions	HT / SENCO	Ongoing	Fully inclusive PE curriculum
	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities 	Ongoing				
	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	Ongoing				
	<ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs 	Ongoing				
	<ul style="list-style-type: none"> The curriculum is reviewed to make sure it meets the needs of all pupils 	Ongoing				
	<ul style="list-style-type: none"> Working wall information replicated in individual glossaries, screen displays use dyslexia friendly colours 	Ongoing				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p> <p>Amber text denotes current targets</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Specific furniture (chairs, footstools, sensory cushions) • Ramps and handrails • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Dedicated hygiene room which includes a physiotherapy bed • Many library shelves at wheelchair-accessible height • Picnic tables with adaptations for wheelchairs to ensure inclusion in group times 	<p>Ensure current furniture is suitable</p> <p>Ongoing</p> <p>Ensure uniform shop is fully accessible to carers</p>	<p>Review of wombat</p> <p>Furniture needs replacing</p>	<p>OT/SAT</p> <p>HT</p>	<p>September 24</p> <p>January 25</p>	<p>Individuals able to access all areas with correct equipment</p> <p>Carers able to access resources independently</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p> <p>Amber text denotes current targets</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources coloured paper/ overlays • Dyslexia friendly texts for all age groups and abilities • Soundfield system installed in Years 4,5,6 • Pictorial or symbolic representations • Coloured background on interactive whiteboards 	<p>Ongoing</p> <p>To ensure enough reading material for all ages</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Order books (with children) as needed)</p>	<p>English lead</p>	<p>Ongoing</p>	<p>Books available to widen free choice readers</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 reviewed by the Headteacher who will share with the FGB before publishing.

It will be approved by the FGB.

5. Links with other policies

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

- Risk assessment documentation including PEP 's (personalised evacuation plans) for identified children and staff
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions

This school website page also highlights relevant information:

<https://www.langrish.hants.sch.uk/page/?title=Inclusion+and+Equality+Information&pid=506>