



## Accessibility Policy and Plan

*This policy should be taken and used as part of Langford Budville Church of England School's overall strategy and implemented within the context of our vision, instrument of government, aims and values as a Church of England school.*

Langford Budville C of E Primary School

**'Celebrating Life and Learning Together'**

through

TRUST RESPECT SAFETY CARE

Let us be concerned for one another, to help one another to show love and to do good.  
Hebrews 10:24

### Background and Context

1. This Accessibility Plan has been drawn up following Local Authority guidance, based on the National Inclusion Charter 2011, and covers the period from **September 2022 – August 2025**.
2. Inclusion is a right for all children; it means that no one is left out whatever their impairment, wherever they live and however they communicate. Inclusion is a right under the UK Disability Discrimination Act and the United Nations Conventions on the Rights of the Child and the Rights of Persons with Disabilities.
3. Inclusion means everyone is heard – all children have the right to communicate and to be understood. Inclusion is everyone's responsibility and means that as a school we must ensure that all children can access all activities, and that staff are trained to manage such circumstances.
4. **The Children and Families Act 2014** extends the provision for children with SEND from birth to 25 years, ensuring that children, young people and their carers have greater control and choice in decisions and ensuring their needs are properly met.
5. **The Equality Act 2010** describes the extent to which disabled children can participate in the school curriculum, the importance of improving the physical environment of a school to allow disabled children to take part in all activities and to improve the delivery of information to children who are disabled so that it is comparable to the information readily available to children who are not disabled.

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6. **The SEND Code of Practice 2015** shows how all of the above pieces of legislation must work together to ensure that the children in our schools with disabilities and their parents have a voice about the form their provision and support will take.

### **Aims and Priorities**

1. We have high aspirations for all children at Langford Budville CofE Primary School. We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their SEN and/or disability. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Langford Budville Cof E Primary School plans, over time, and as needs arise, to develop the accessibility of provision for all children, staff and visitors to the school.
3. The Accessibility Plan will contain relevant actions to:

#### **Physical Access**

- Ensure necessary access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to help access the site. It is also recommended that solutions to accessibility issues can be created if adaptations are not possible – such as moving groups to more accessible areas.

#### **Curriculum Access**

- Ensure appropriate access to the **curriculum** for children with a physical and/or learning disability, expanding or adapting the curriculum as necessary to ensure that all children are equally prepared for life - if a school fails to do this they are in breach of the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.

#### **Written Information**

- Ensure the delivery of **written information** to children, staff, parents and visitors with physical or learning disabilities is appropriate for their needs. Examples might include modifying worksheets, handouts, timetables and information about the school and school events. Where appropriate such information should be made available in various preferred formats within a reasonable time frame.
4. It is good practice to implement an ongoing programme of awareness raising and training for staff and governors about disability discrimination and the importance of informing attitudes on this matter – to be addressed at staff and FGB meetings as appropriate.
  5. The School Prospectus will make reference to this Accessibility Plan.
  6. The school's complaints procedure covers the Accessibility Plan.
  7. The Plan will be monitored through the governing body.

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8. The school will work in partnership with outside agencies in developing and implementing this plan.
9. The Plan will be monitored by Ofsted as part of their inspection cycle.
10. The Accessibility Plan should be read in conjunction with the following school documents:
  - Equal Opportunities and Diversity
  - Health & Safety
  - Special Educational Needs
  - Pupil Behaviour and Discipline
  - School Improvement Plan
  - School Prospectus and Mission Statement

The Action Plans below relate to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

As policies/statements are reviewed, if appropriate a section relating to Accessibility will be added in addition to that concerning Equality and Diversity.

### **Improving the Physical Access at Langford Budville School**

An Access Audit was carried out in March 2017 which along with a LA report identified a small number of improvements needed – these have now been addressed and currently the school site is accessible for people with disabilities. There has not been a more recent LA visit or report concerning accessibility of the site.

- March 2017: A lower doorbell was installed on the front door to allow access to people in wheelchairs
- January 2018: Both offices were relocated downstairs allowing easy access to the school administrator and Head of School.
- In addition, in November 2017 the steps to the Langford Room were replaced with a gently sloping section of playground allowing level access to this building.
- August 2022: Staffroom was relocated downstairs allowing all staff to access it easily. It can also be used as a meeting room for people with disabilities.

In the future if circumstances change, there may be other provision which is needed to ensure accessibility to the school site; this will be addressed when appropriate. Consultation will be used effectively – for example asking children themselves about physical accessibility to toilets and changing facilities. Funding for any such adaptations may be available through the SAI (Schools Access Initiative).

### **Improving Access to the Curriculum at Langford Budville School**

The following points refer to children whose disabilities mean they require modifications to their curriculum beyond the provision available to the majority of other children in a class, including those with SEN.

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Focus Area	Strategy	Timeframe	Outcome/Success Criteria
Use a graduated approach when meeting the needs of children with SEND, using the 'plan, do, review' cycle and ensure IEPs become more of a personalized learning plan	Staff meetings led by SENCO to inform staff of appropriate approaches to making adaptations which meet the needs of any particular specific children with SEN or disabilities	Termly	All children are receiving an accessible curriculum appropriate to their needs
Auxiliary aids to be used effectively within children's IEPs/personalised learning plans.	Staff to understand how to use additional aids such as coloured overlays for children with dyslexia, writing boards, voice activated technology.....	As needed	Children have access to appropriate supportive aids if highlighted on their personalised learning plans.
Classrooms are optimally organised to promote the participation and independence of all children. Staff are deployed to provide flexible support which facilitates independent learning where possible.	Classrooms and learning areas may need alternative layouts to accommodate a child with SEN or disabilities. Staff may need support from other professionals who know and have previously worked with a child to achieve the optimum layout. Zones of Regulation stations to be developed in each class to accommodate children with sensory or emotional needs.	As needed	Learning areas are accessible to all children without the need to move furniture; lessons begin on time; all children are able to access the curriculum.

**Improving the Delivery of Written Information at Langford Budville School**

Focus Area	Strategy	Timeframe	Outcome/Success Criteria
Availability of written material in alternative formats, considering print size, plain English, symbols, verbal explanations, additional/different approaches	The school will convert written information into alternative formats.	As needed	The school will be able to provide written information in different formats when required for individual purposes to make all paperwork fully accessible.
Make available school	Review all current school publications and promote	As needed	Delivery of school information to parents and the local

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prospectus, newsletters and other information for parents/visitors in alternative formats	their availability in different formats for those that require it		community is improved to make it accessible to all.
Ensure the school's website is fully accessible to others	Website compliance and accessibility review	January 2023	Delivery of school information via the website to all stakeholders with visual difficulties is fully accessible.