



Langford Budville CofE Primary School Accessibility Plan



This plan 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.

We have high expectations for all our children and make provision to ensure that every child is able to flourish whilst in our care. This is reflected in our Mission Statement which was revised and agreed with the whole school community in September 2019.



**Langford Budville Church of England
Primary School**



Mission Statement

As a Church of England school we work together with our whole community to create a safe and caring environment where every child can flourish.

We recognise individual strengths and seek to nurture children who are curious and resilient in their learning, tolerant in their relationships and who can manage new situations with confidence.

'Celebrating life and learning together'

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 2019 – August 2022**.
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.

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.
 8. The school will work in partnership with the LA 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
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management 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.

October 2019

Improving the Physical Access at Langford Budville School

An Access Audit was carried out by the previous Head of School 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. The new offices have also created a downstairs meeting room for the SENCO to use with children or adults with limited mobility if needed.
- 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.

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 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.

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	Staff meetings led by SENCO to inform staff of appropriate approaches to making adaptations which meet the needs of a specific child with disabilities	As needed	All children are receiving an accessible curriculum appropriate to their needs
Update staff training on differentiating specific areas of the curriculum for children with disabilities – including making the PE curriculum fully accessible if needed	Review the specific needs for pupils living with a disability, in terms of basic living skills, relationships and future aspirations. Support from external agencies and other professionals may be appropriate in achieving this.	As needed	Staff are aware of potential barriers to accessing the curriculum and can devise and deliver a curriculum where there is equality of access for children with a disability - receiving support from outside agencies if appropriate.

Auxiliary aids to be used effectively	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 needed
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 disabilities. Staff may need support from other professionals who know and have previously worked with a child to achieve the optimum layout. Areas of low stimulation may need to be created within a classroom to accommodate a child with sensory 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.
All out-of-school activities are planned to ensure the participation of all children	Review all out-of-school provision to ensure compliance with accessibility legislation – for example sports coaching; explore solutions to make all activities accessible.	As needed	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All children will have the opportunity to access all out of school activities
Awareness raising of disability issues	Provide information for governors, staff, children and parents Discuss perception of issues with staff to determine the current status of school	9.3.17- staff meeting; Future meetings as needed	All staff are aware of issues and potential adaptations relating to the physical and learning environment of the school. Our school and those who work here will be more inclusive.

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 make itself aware of the services available through the LA for converting 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 prospectus, newsletters and other information for parents/visitors in alternative formats	Review all current school publications and promote their availability in different formats for those that require it	As needed	Delivery of school information to parents and the local community is improved to make it accessible to all
Review documentation with a view to ensuring accessibility for children and adults with visual impairment	Seek advice from HVSS on alternative formats and use of IT software to produce customised materials.	As needed	Delivery of school information to children & parents with visual difficulties is fully accessible
Ensure all adults working at and for the school are aware of the importance of good communications systems.	All staff are aware that good communication is important and where appropriate receive training to use strategies such as STC to improve communication with specific individuals.	On-going	The school is effective in meeting the needs of all children and adults. Awareness of communication needs specific children and adults is raised.