

# LANGTOFT PRIMARY SCHOOL

## Accessibility Policy and Plan



**Article 2 (All children): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.**

### 1 Introduction

1.1 The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Langtoft Primary School has high expectations for all pupils and a commitment to pupils' full participation in the wide range of school activities. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum 2014 Inclusion Statement. Our school is committed to providing an 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 plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1.2 Schools have a duty to make reasonable adjustments for pupils with a disability. This plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

1.3 Langtoft Primary School is committed to equal opportunities and inclusion. This Accessibility Policy and Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equal Opportunities Policy

- Equality and Diversity Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Special Educational Needs & Disabilities (SEND) Policy and the Local Offer
- Safeguarding Policy
- Health & Safety policy
- Staff related policies, e.g. risk assessments, sickness and absence

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The plan will be reviewed every May (prior to the start of a new academic year) by the *Well-being and Provision Committee*.

## **2 Current Situation - Increasing the extent to which disabled pupils can participate in the school curriculum**

Langtoft Primary School's primary access is via the front door entrance into the main reception lobby. The door to the main entrance leads to an inner door controlled from inside the main office or via a sensor-triggered key fob allocated to individual staff members. There is a push button switch to get out of the building. The interior of the building (except for a storage room) is on one level and is fully accessible. There is a disabled toilet facility available and this is easily accessed. At present, we have no wheelchair dependent pupils, parents or members of staff.

Pathways of travel around the school site and parking arrangements for both staff and visitors are safe.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly points are at the front and side of the school on the playgrounds. In the event that this area was deemed unsafe the assembly point is on the Pavillion Field and in the event of a Critical Incident, the assembly point is the village church. We will review the provision of a visual alarm should the need arise.

We do not have a designated First Aid room but there are two designated First Aid points and cabinets in both the KS1 and KS2 corridors.

Langtoft Primary School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Lincolnshire SEN team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's governors, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs. Teachers and Teaching Assistants attend SEND courses as appropriate to support specific needs.

Teachers work closely with TAs to address pupils' needs and liaise with specialist and support services when necessary including: Speech and Language Therapists • Educational Psychology Service • Lincolnshire SEN Team Advisory Service • CAMHS • BOSS • GPs and paediatricians • School Nurse Team • Counselling • Other advisory services and charities.

School visits, including residential visits, are made as accessible to all children as possible irrespective of attainment or impairment. On school trips, risk assessments make specific reference to any pupils with a medical condition, disability or Statement/EHC of SEND.

Lessons provide opportunities for all to succeed through inclusive planning which is pitched to meet the needs of pupils. Our school celebrates a wide variety of teaching styles and strategies.

Access to information in the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.

We have a clear policy on the administration of medicines with staff trained to administer epi-pens/insulin. There is information in both classrooms and in the staffroom regarding children with specific medical problems, including pictures for identification purposes. Epi-pens, inhalers and insulin are always taken on visits out of school, along with any other consented medication. Staff trained in the use of first aid, always accompany trips.

### 3 Improving Curriculum and Physical Access

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

|   | Strategy                                     | Action   | Success Criteria                        | Need Identified (with timescale for completion) | Outcome of Review (January 2022) |
|---|--|--|---|---|----------------------------------|
| 1 | Review equality opportunities and objectives | Lead of Committee to prepare documents for review by <i>Well-being and Provision Committee</i> . | Stakeholders access Policy via website. | None  |                                  |

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| 2 | Improve access to, and availability of, information for visually and hearing impaired parents, staff, pupils and governors, including signal for fire alarm. | SENCo to liaise with organisations/authorities to provide information in appropriate formats as and when needed.   | School provides written information in alternative formats when required. Visually impaired stakeholders can access information. School Office will support and help parents to access information and complete school forms | None  |  |
| 3 | Ensure that all medically disabled pupils have the appropriate care  | Bursar to liaise with outside agencies to access the necessary guidance and resources, including funding, when identified.<br>Individual Healthcare Plan is reviewed with input from medical professional.<br>Ensure staff have specific training on medical needs.  | Identified pupils have full access to the National Curriculum. Pupils have good attendance.  | Pupils x 2  |  |
| 4 | Adapt planning to ensure inclusion for all abilities and disabilities  | CTs/TAs to adapt planning/activities to meet needs of individuals. Use of technology to support this action. Leaders to use evidence recorded in books to monitor breadth of curriculum. Review PE curriculum to ensure PE accessible to all<br>Ensure classroom support staff have specific training on disability issues | Child makes progress towards personal targets. These are reviewed with parents every term. Annual Academic Report to Parents reports on all subject areas.   | Pupils on SEND Register plus those being monitored.<br>On-going |  |

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| 5 | Increase staff awareness of optimum organisation of learning environment for disabled staff and pupils. Whole site is accessible and safe for all. | CT/SENCo to liaise with appropriate authorities to respond to and plan for specific needs as required. Caretaker checks whole site weekly and reports issues to Bursar. | Identified staff and pupils can access all areas. | None identified. | Continue to carry out weekly site surveys to ensure walkways remain safe. WINTER 2021 Brighter lights installed exterior pathways |
| 6 | Ensure access to computer technology for staff and pupils with disabilities  | HT/SENCo to liaise with appropriate authorities to respond to and plan for specific needs. HT and GB to budget as necessary.  | Identified staff and pupils have appropriate IT.  | None identified. |   |