

SEND Accessibility Plan

2015 - 2018



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Accessibility Plan 2015-2018

Langley Park Primary School has a very warm and welcoming environment which is frequently commented on by visitors. Our vision is to be “the school of choice, a centre of excellence at the heart of the community where lifelong learning takes place.” With this in mind, we aim to be fully inclusive and, as such, to ensure that the learning environment and the learning which takes place here is fully accessible to all children and adults regardless of any disability which they may have.

Purpose of Plan

This plan shows how Langley Park Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

Contextual Information

Langley Park Primary School has been in its current location since the early 1900's and has been added to and changed over the past century. The physical building, as well as the school site, is now one of the largest primary school sites in the whole of County Durham. It has a variety of

large and spacious classrooms (three of which are located on a first floor), a separate dining hall and assembly hall, as well as a large gymnasium and changing room.

Until recently the building had fallen into a state of disrepair and looked extremely tired and old making the physical environment unsuitable for teaching and learning. However, since June 2014, the building has undergone an extremely large amount of restoration and refurbishment all of which has had to conform to current DDA legislation. Previously, a part of the school was used by Social Services as a store area and, as part of the refurbishment, this has been reclaimed and now houses the school's administrative area, KS1 classrooms and a Community Room. This part of the building is now accessed by a large ramp which is suitable for wheelchair access.

Many other parts of the school building have also been refurbished, including the school kitchen, Reception classroom, 2 yr old room and the Nursery. The assembly hall which is located adjacent to the new KS1/admin area also has an access ramp which was built circa 2010.

The old gym and changing rooms have recently been transformed and updated to accommodate two new changing areas and a room which is to accommodate gym equipment. This whole area is to be used by the general public as well as the pupils in school.

Currently, we have no wheelchair dependant pupils or members of staff, however, we do have some mobility impaired parents.

Current Range of known disabilities

The school has children with a range of disabilities which include severe, moderate and specific learning disabilities.

We have one pupil and parent who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning and, thereby, raising standards, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, Inclusive classes.

It is a core value of the school that we have "an inclusive community, in which everyone is valued equally, regardless of gender, race, culture, religion or disability". Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for Quality First teaching, differentiation and recording methods	On-going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Ensure any children with SEND are entered into suitable Competitions run by the SSP.	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Langley Park Primary School has undergone a substantial amount of refurbishment and improvement since June 2014 and has two main access ramps to enable wheelchair or pushchair access to the main building. There are also easy access toilet facilities and parking facilities for the disabled on the school grounds. However, from September 2015, we are planning on opening up part of the Early Years area to enable educational provision for 2 year olds. This part of the school building is not easily accessed from the KS1/ KS2 area by wheelchairs, as there are several steps to negotiate internally, and external access involves climbing 3 steps also.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SEN Support process when required	As required	SENDCO	Plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	To get quotations for an appropriate access ramp to enable wheelchair/ pushchair access to the Early Years area.	Summer term 2015.	HT	New ramp ensures access to the Early Years area for all.

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENDCO	
Ensure hearing equipment in classrooms to support hearing impaired children	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school have wheelchair/ pushchair access	(see earlier statement)	LA	All disabled staff, pupils and visitors able to have safe independent egress
	Egress routes visual check	Weekly	Site Manager	

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

Examples might include handouts, textbooks and information about school events. The information should

Take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "plain" English School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	KS1/office School Office Office	All parents receive information in a form that they can access All parents understand the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly SEN Support review formats where appropriate	As required	SENDCO	Staff more aware of pupils preferred method of communication

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2015	HT	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2015	Office	All can access information about the school