

# **Accessibility Plan**

## **January 2021**

(Review September 2024 or before hand should this be necessary.)



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## **ACCESSIBILITY ACTION PLAN**

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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.

Langley Park Primary School prides itself on being an inclusive and welcoming school to all pupils. Refurbishments to the school have been done to ensure access has been greatly improved and staff as well as other stakeholders ensure that everyone in school is treated with the utmost respect and equality.

The 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

## **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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 premises.

## **3. Contextual information**

Langley park Primary School has very large footprint for the number of pupils who attend meaning lengthy corridors link different areas of our school. Access ramps allow easy wheelchair entry and exit from our main reception and hall doors. Year 1- 6 are taught on one level as are EYFS classes on a separate area of the school. Access to EYFS requires the need to either come up small steps or enter school at the ramped areas and use the internal wheelchair lifts to access EYFS from inside the school.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Targets	Strategies	Outcomes	Timeframe	Responsibilities
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually.	Clerk to Governors
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff and pupils.	Whole school community aware of issues relating to Access.	Discussions ongoing. Training to be on going.	Whole School Approach
To review all statutory policies to ensure they reflect inclusive practice and procedures.	Review policies with staff and governors to ensure all policies clearly reflect inclusive practice and procedures.	To comply with the Equality Act 2010.	<u>Short/Medium Term.</u> . <u>Long Term Annual review.</u>	All staff  All staff

Targets	Strategies	Outcome	Timeframe	Responsibilities
<b>Physical Environment</b>				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Health and Safety Lead, SENCO and Caretaker to audit accessibility of school buildings and grounds.  Governors to contribute to this Action Plan based on the findings.	Any modifications needed, will be made to the school building and grounds that are needed to facilitate ease of access for all on an ongoing basis. This will be dependent upon the needs of the children on roll or considering attending this school through the admissions process that school are made aware of.	<u>Short Term</u> Accessibility Audit to be completed .  <u>Medium Term</u> Action Plan drawn up  <u>Long Term</u> To be reviewed annually.	Health and Safety Lead, SENCO and Caretaker  SENCOS  SENCOS
To continue to promote the involvement of disabled pupils in the classroom.	Take account of a variety of teaching and learning styles Provide appropriate resources to enable all children to access the curriculum	Variety of teaching and learning styles and multisensory activities identified in planning and practice. Ensuring the needs of all pupils are met	Termly to link to school monitoring and evaluation cycle.	Senior Leadership Team
To ensure disabled parents/carers have every opportunity to be involved.	Utilise parking spaces for disabled parents/carers Offer support, i.e. telephone meetings Be proactive in identifying	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.	Immediately and continuously reviewed	Whole school – all staff members

	access requirements of disabled parents/carers.			
To ensure signage around school is accessible to all.	Review the needs of children/parents carers	School is accessible to all, including those with visual impairments, if this need arises school will work with relevant parties to ensure this is the case.		Head Teacher, Caretaker and SENCO.

Targets	Strategies	Outcome	Timeframe	Responsibilities
<b>Curriculum</b>				
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Ongoing	Head Teacher SENCO and Senior Leadership Team
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment that comply with all current legislative requirements. All children will have access to out of school activities wherever possible.	Ongoing	Head Teacher SENCO

Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing	Class Teachers
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO and Head Teacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing	SENCO Head Teacher
To ensure full access to the curriculum for all children.	Specialised CPD for staff Differentiated curriculum with alternatives offered Use of technology/equipment to support learning/recording Specialised equipment	Advice taken and strategies evident in classroom practice Pupils with physical, medical, ASD supported in accessing the curriculum.	Ongoing	Head teacher SENCO Teachers TA

Targets	Strategies	Outcome	Timeframe	Responsibilities
<b>Written/Other Information</b>				

<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats as required.</p> <p>Availability of other written materials in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p> <p>Delivery of information to disabled pupils will be improved.</p>	<p>Ongoing</p>	<p>Head Teacher Office Staff  Office Staff</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the EAL Team for key information for EAL families.</p>	<p>School information will be available for all.</p>	<p>Ongoing as needed.</p>	<p>SENCO Head Teacher</p>
<p>To audit resources across the school which help to support pupils with SEND.</p>	<p>Purchase of specialist resources or equipment e.g. wobble cushions, pencil grips, coloured overlays.</p>	<p>Curriculum continues to be accessible for all pupils.</p>	<p>Ongoing</p>	<p>SENCO</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

## 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**D Walton**  
**Headteacher**  
**January**  
**2021**

### Appendix 1: Accessibility Audit Summary

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
<b>Corridors</b>	Various corridors around school	Ensure all corridors have wide access and are not blocked	All staff	July 18
<b>Doors</b>	All entrance	Ensure doors can be opened by pupils/staff	HT & Caretaker	July 18
<b>Parking bays</b>	Single bay in car park	Ensure markings are clear.	HT & Caretaker	July 18
<b>Entrances</b>	Front and rear	Ensure area is free of hazards and is well lit.	HT & Caretaker	July 18
<b>Toilets</b>	Disabled toilet	Ensure access to toilet	HT & Caretaker	July 18
<b>Internal signage</b>	Emergency signage	Ensure this is available in all rooms and is clear	HT & Caretaker	July 18
<b>Emergency escape routes</b>	Various routes around school	Ensure routes are not blocked and that they are well marked by clear signage	HT & Caretaker	July 18