



### **Langshott Primary School Accessibility Plan June 2022 – June 2024**

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. The Langshott Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will be reflected in other school planning documents. The plan was updated to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the LEA will monitor the school's activity under The Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Langshott Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe;
  - Improve access to the **physical environment** of the school, adding specialist features as necessary; this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Curriculum Policy
  - Learning and Teaching policy
  - Single Equality Scheme Policy
  - Health and Safety Policy
  - Special Educational Needs and Disability Policy
  - Behaviour Management Policy
  - School Development Plan
  - School Prospectus and Vision Statement
  - COVID 19 Risk assessment plan
7. The Accessibility Plan for physical accessibility relates to the access audit of the school which was undertaken by the SENDCO, SEND Governor and Site Manager and remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of the reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

9. The Accessibility Plan will be published on the school website.
10. The Accessibility Plan will be monitored through the Head, School Business Manager and Governor.
11. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Written by Mrs. Hiral Mehta (SENDCO) in consultation with Mrs Faye Ballard (SEND Governor) and Mrs Becky McLaughlin (School Business Manager) in January 2021 then Reviewed and updated by Sarah Mackintosh & Steve Jones (SEND Governor) in June 2022  
Next review date: June 2024

**Langshott Primary School Accessibility Plan 2022: Improving the Curriculum Access**

| <b>Target</b>   | <b>Strategy</b>   | <b>Outcome</b>   | <b>Timeframe</b>  | <b>Achievement</b>  |
|---|---|--|---|---|
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment to support the learning process in the individual class bases.<br>Use of visual timetable across the school. Use of high quality wave 1 resources. | Learning sessions start on time without the need to make adjustments to accommodate the needs of pupils. Children have ready access to a range of resources to support their learning. | On-going  | Increase in access to the curriculum.                                     |
| Training for Awareness Raising of Disability Issues.  | Provide training for governors, staff, pupils and parents.<br>Discuss perception of issues with staff to determine the current status of the school.  | Whole school community awareness of issues relating to Access.   | On-going and ensure carried out annually. Also making updates in line with current legislation. | Community will benefit by a more inclusive school and social environment. |
| Ensure children have access to ICT software with current remote learning procedures             | Support staff and colleagues with remote learning (Google classroom) provide training<br>Access laptops/ chrome books or iPads via DfE.   | Staff training and time given to children through homework   | Ongoing   | All children can access remote learning.                                  |

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| Ensure staff are aware of the waves of provision and the needs of their children.  | Children transferred onto one page profiles and outcomes based individual provision plans (ISPs) or Personalised Education Plans (PEP)                                 | Provision maps and SEND support arrangements kept up to date.  | Ongoing- termly  | Individual support plans are outcomes based and provision maps in place. These are highlighted to support the needs of the individual children. These are sent to parents termly. |
| Review children on register  | Children are noted on the SEND , EAL, Disadvantaged register accordingly   | Updated with provision maps  | Termly and in line with school census  | Children are reviewed regularly as part of the graduated response. This is communicated to parents and teachers set individual targets.   |
| Review TA deployment.  | In review meetings with TAs establish when they are available to support children each day that may be different to their current working hours.                       | Adult support is available during key times that individual children may need support e.g. lunchtimes, extra-curricular activities.                                    | Reviewed annually  | Children who need individual adult support to participate in some activities and have access to this support.<br>LSA and TA deployment is reviewed yearly.                        |
| All educational visits to be accessible to all.  | Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.  | Ensure risk assessments completed on the new Surrey guidance. Ensure EVC coordinator is aware and risk assessments emailed to Governors.                               | Reviewed annually<br>Support with LSAs and TAs for disabled/ vulnerable pupils | All pupils in school able to access all educational visits and take part in a range of activities.  |
| Ensure visually stimulating environment for all children.  | Colourful, lively displays in classrooms and inviting role play areas.   | Ensure displays reflect cross range of abilities and learning<br>Use specific lettering to support this  | Ongoing  | Lively and inviting environment maintained.   |
| Review PE curriculum to ensure PE accessible to all.   | Gather information on accessible PE and disability sports. Seek disabled sports people to come into school   | Ensure the PE curriculum is checked thoroughly   | Reviewed annually  | All to have access to PE and be able to excel   |
| Include Forest School in the Curriculum from Sept 2021 to ensure a positive experience for all pupils but particularly those with SEND and mental health issues. | Well organised and safe Forest School area to engage, motivate and stimulate. An area of ground will need flattening should we have a pupil needing wheelchair access. | All pupils will feel happy, safe and inspired in the Forest School Lessons so self-esteem is built and well-being optimized that will transfer into other lessons too. | On-going   | All to have access to Forest School lessons and be able to enjoy and feel success from them   |

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| Increase awareness of and strategies to improve mental health of pupils and staff following the pandemic and add capacity to the ELSA support that we already have | Mental Health Lead being trained up June 22 to add to our E | The mental health of all pupils and staff will be improved | On-going | The mental health of all pupils and staff will be improved so that barriers to learning are diminished and achievement increased. Staff will feel able to plan and deliver better lessons |
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**Langshott Primary School Accessibility Plan 2022: Improving the Delivery of Written Information**

| <b>Target</b>  | <b>Strategy</b>  | <b>Outcome</b>   | <b>Timeframe</b>  | <b>Achievement</b>  |
|--|--|--|---|---|
| Availability of written material in alternative formats.   | The school will make itself aware of the services available through the LEA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes. | On-going  | Delivery of information to pupils and parents/carers improved.              |
| Make available school prospectus, school newsletters and other information for parents in alternative formats.                                 | Review all current school publications and promote the availability in different formats for those that require it.                      | All school information available for all. School information published on school website and updated regularly.    | Access EAL specialist support (REMA services for translation/ written or oral advice for parents) | Delivery of school information to parents and the local community improved. |
| Survey parent/carers as to the quality of communication to seek their opinions as to how to improve.   | Send out survey to parents regarding quality of communication.<br>Family Forum<br>Written feedback                                       | School is more aware of the opinions of parents and acts on this.  | Ongoing   | Parental opinion is surveyed and action taken appropriately.                |
| Monitor attendance registers of parents at parents evening to ensure they are representative of the whole school population                    | Collate evidence from each parents evening from each class   | School more aware of parents who are engaged and ensuring all have had the chance to speak to class teachers/ SLT. | Annually, and parents contacted by head   | All staff aware   |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with | Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure                                   | School to ensure website is accessible for all   | Ongoing   | All can access information about the school                                 |

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| standard form of printed information  | Prospectus is available via the school website.  |  |         |  |
| 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 | Signpost Parents to relevant help and support<br>Ensure that external services are called upon | Ongoing | Pupils and/or parents feel supported and included with the community of the school |

**Langshott Primary School Accessibility Plan 2022: Improving the Physical Access**

| <b>Location/Event</b>   | <b>Current situation/Item to improve physical access</b>  | <b>Timeframe</b>  |
|---|---|---|
| <b>Forest School Area</b>   | Wheelchairs will currently find it very difficult to access the Forest School area due to the uneven ground. We will need to flatten the surface in one part of the Forest School area for wheelchairs            | When we have a pupil in a wheelchair and funds allow  |
| <b>*Fete days</b>   | People in wheelchairs would need to alert the school so that the school can make reasonable adjustments before they arrive  | As and when we hold fete days e.g. Christmas Fair, Summer Fete, and Easter Fair etc.<br>Actioned by school Premises Manager |
| <b>*After school pick up</b>  | School pick up route is accessible for those in wheelchairs with mobility scooters or on crutches.  | As and when   |
| <b>Annexe Crystal Club</b>  | Ramp to front door of Annexe – smooth mound up to door of Annexe for easy wheelchair access<br>Disabled toilet already in Annexe  | When necessary  |
| <b>Front entrance/Office</b>  | Wide doorways so accessible for a person in a wheelchair<br>Disabled toilet in place<br>Flat front entrance for ease of use if in a wheelchair  | When necessary  |
| <b>Improve signage and external access for visually impaired people</b> | Ensure signage and documents are accessible   | Visually impaired people feel safe in school grounds  |
| <b>Classrooms</b>   | Good visibility e.g. vision panels in doors<br>Toilets on ground level<br>In old building – We would need ramps up to classroom doors and ramps into classrooms for a wheelchair user as not accessible currently | When necessary  |

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|  | In new (KS2) building the classrooms on the ground floor are accessible from the playground.<br>Classrooms on the first floor are not accessible for wheelchairs, but we would move classes if needed. |   |
| <b>To ensure that the medical needs of all pupils are met fully within the capability of the school.</b> | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.   | Individual health care plans (where needed) are reviewed yearly |

### **Success Criteria**

We will know that all our responsibilities are being met when:-

- Data indicates that disabled children are able to access all areas of the curriculum, make good progress and are fully involved in all aspects of school life
- Performance management consultations and census returns demonstrate that disabled staff are enabled to fulfil their role and are involved in school life
- Appropriate facilities and resources, such as a disabled toilet and information, can be easily accessed by disabled families, volunteers and visitors to the school

### **What arrangements does the school make to support pupils transferring from another school?**

- All children and their parents have an induction session in which they are shown around the school and supported by a buddy in their class.
- For children with SEN, a meeting will be held between the SENCOs/ Headteacher and information will be shared about the child's needs.

### **How are classrooms and other areas of the school adapted to meet pupil's individual needs?**

All of our ground floor classrooms are wheel chair accessible, some via ramps

We have:

- disabled toilets
- an ELSA room
- a first aid area
- All classrooms have overhead projectors and smart boards or smart TVs

### **What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?**

- All children are included in trips and visits. Where SEN needs are high, we invite parents along to provide extra support to the child. All activities are risk assessed and appropriate safety measures are put into place.
- All of our children, including those with SEN have the opportunity to attend a range of after school clubs. Where SEN needs are high, we invite parents along to provide extra support to the child.
- All children are included in the curriculum and opportunities are given readily to children with SEND.

### **Arrangements for the admission of disabled pupils**

- We are a fully inclusive school which admits all pupils including those with SEN and disabilities.
- We have disabled toilets, and most classrooms are accessible via ramps.

- Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.

Appropriate support will be provided with help from the Local Authority

- Training will be provided for staff as part of provision provided by the Local Authority.
- Regular reviews will be planned, which include the pupil's views.