

# LANGTOFT PRIMARY SCHOOL

## Accessibility 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 plan outlines the strategies Langtoft Primary School employs to;

- a) Increase the extent to which disabled pupils can participate in the school's curriculum
- b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

*Taken from Equality Act 2010, Schedule 10, Accessibility for disabled pupils*

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

	Strategy	Action	Success Criteria	Need Identified (with timescale for completion)	Outcome of Review (June 2018)
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.	Clerk check timescale for review of linked policies (May 2017)	Schedule review of related policies.
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.	Pupil x 1	No action required.

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.	Identified pupils have full access to the National Curriculum as reported in Annual Academic Report to Parents.	Pupils x 3	Review EHCPlan and needs of individual.
4	Differentiate planning to ensure inclusion for all abilities and disabilities	SENCo/CTs/TAs to adapt planning/activities to meet needs of individuals.	Child makes progress towards personal targets in <i>Learning Passport</i> . These are reviewed with parents. Annual Academic Report to Parents reports on all subject areas.	Pupils x 14 On-going	No action required.
5	Increase staff awareness of optimum organisation of learning environment for disabled staff and pupils	CT/SENCo to liaise with appropriate authorities to respond to and plan for specific needs as required	Identified staff and pupils can access all areas.	None identified.	No action required.
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 ICT.	None identified.	No action required.