



Langdale Primary School Accessibility Policy

This 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.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Langdale Primary 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.

Our commitment to inclusion:- Langdale Primary recognises that disabled students are made up of the following groups: physical, medical, sensory, behavioural and those with learning difficulties. We recognise that all children have a right to be valued and have access to equal opportunities.

Aims: -

- Our school is non-discriminatory towards disabled students and endeavours to provide equal access and opportunity to the curriculum.
- Equally value and encourage all children.
- Foster positive attitudes towards disability within our community.

Objectives: -

- To develop the school's desire is to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of our community and our school values. In addition to this, the school places equal importance on ensuring that no student's education and progress is impaired by the disability of another student.
- To facilitate the needs of SEN children entering school, the SENCO liaises with outside agencies, parents and previous educational providers to ensure that the children's needs can be addressed on admission.
- To ensure that money allocated to SEN children is used solely for their benefit, to provide resources and support. There are on-going systems within the school to identify pupils who may need extra support.
- Through liaising with out-side agencies, the authority is asked for suitable financial support for those pupils.

To achieve our aims, the school has produced this Disability/Accessibility Policy.

The school community will: -

- 1. Review the school's Disability Policy and Accessibility Plan at least every three years.
- 2. Make recommendations with a view to improving the accessibility of its education to students or prospective students with disabilities by means of reasonable adjustments.

Admission to the School:-

- The school follows the LA guidelines for admittance for all pupils. This may include admitting over and above recommended class sizes in relation to admittance of children with an EHC plan
- The school will endeavour to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the student's peers.
- The school policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents or outside agencies.
- The school has a legal obligation to make reasonable adjustments to enable disabled students not to be disadvantaged because of their disability.

Physical Access:-

- Parents should be aware that the school is on more than one level, however, there is suitable access to all levels, with the only steps being by Year 6. Wheelchair access to the main building is through the link corridor
- Where access to outdoors is required ramps are available, where necessity requires students to move around the site, extra handrails are fitted as required.
 - There are accessible toilets in the main school buildings and the EYFS provision
- Recent refurbishing of the school complies with current regulations.

Education:-

- Staff will continue to be made aware of students with Disability or Special Educational needs by the SENCO Mrs S Lowe
- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom, so as not to place disabled students at a substantial disadvantage in accessing the curriculum. Langdale created a strategy that has been shared with all teachers to support in the identification of needs and delivery of the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the students and monitor this through provision mapping, Pupil Progress Meetings and learning passports according to their abilities and needs. Such differentiation should be reflected in APDRs and Schemes of Work where necessary.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety.
 - The school can provide auxiliary support such as additional classroom assistant time, or auxiliary aids e.g. laptops.
 - The school ensures that all children have their full entitlement to outside visits, no matter what their need. This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios, notification to place of visit and pre-visit to site if appropriate.
- Children requiring specific work to improve their mobility will have access to additional gross/fine motor skills sessions.
 - The SENCO will ensure that disabled children have access where necessary to suitable furniture, classroom adaptations, aids and resources (lap-tops, pens, scissors etc).
 - In assessing any student the school may take such advice and require such assessments e.g., Educational Psychologist's report and recommendations as it regards as appropriate.
- The school follows DFE guidelines and procedures to enable all children with disabilities to have equal access to national assessments for example SATs.
- Children/staff have access to outside agencies that will support and advise them on a regular basis.

Sporting & Recreational Activities:-

- The school will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site and the Health and Safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.

- Individual Risk Assessment will be provided for disabled students engaged in school trips or visits.

- Care plans will be provided in conjunction with parents/carers for children with medical needs

Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness.

Generally, all children are encouraged to take part in all aspects of school life.

Welfare Awareness:-

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life.

- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.

- The school's Equal Opportunities Policy, Anti-Bullying Policy, Behaviour Policy, Staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.

- The school will agree with parents, appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication. Mental Health

- The wellbeing of all staff and children is of paramount importance

- Schools uses the 'Jigsaw' programme to teach about mental health through RSHE lessons

- Support is provided in school by and ELSA (Emotional Literacy Support Assistant) for children who are identified to need further support to enable to access education to the fullest extent

- School will work in conjunction with outside agencies such as CAMHS to implement strategies to support children's access to the curriculum.

Related Policies:-

- Behaviour Policy

- Confidentiality

- Equal Opportunity

- PSHE/SRE/Citizenship

- Inclusion / SEN (Race Equality, Gender Equality)

The legal frameworks for this policy are:- Race Relations Act 1976; Race Relations Amendment Act 2000; Sex Discrimination Act 1986; Children Act 1989; and Special Educational Needs and Disability Act 2001. Equality Act 2010 Sex Discrimination (Gender Reassignment) Regulations 1999 Disability Discrimination Act 1995 Disability Discrimination Act 2005 Employment Equality (Sexual Orientation) Regulations 2003, Employment Equality (Religion or Belief) Regulations 2003, Equality Act 2006 Employment Equality (Age) Regulations 2006

This policy will be reviewed regularly. February 2025

Reviewed February 2026