



# Accessibility Plan 2022-2025



Date of Review:	Policy Reviewed By:	Date of Approval:	Approved By:	Chair Printed Name	Attention To Staff
Review 2 - November 2024	Benjamin Bowles Headteacher	14.10.24	LGB	Claire Judge	November 2024



This Accessibility Plan is 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.

1. We are 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.
2. Langney Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:
  - improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
    - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
5. The School website will make reference to this Accessibility Plan.
6. The Trust complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored through the Quality of Education Meetings and the Health and Safety Governor monitoring.
8. The Plan can be monitored by Ofsted as part of their inspection cycle.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### **Langney Primary Academy Accessibility Plan 2022 - 2025**

To help draw-up an accessibility plan, the following has been carried out:

#### **1. An audit of the accessibility of the building.**

This has helped to identify and prioritise access issues around the physical environment. It has also informed strategies for achieving these targets that can be reflected in a revised accessibility plan on an ongoing basis.

Support in carrying out an audit was also available from the Index for Inclusion (CSIE) [www.inclusion.org.uk](http://www.inclusion.org.uk) or Inclusion Quality Mark [www.publicsectormatters.com](http://www.publicsectormatters.com)



## **2. Survey of staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.**

Support, advice and training on these issues is sought when required from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, East Sussex Disability Association and the DARE foundation (Disability and Rehabilitation Education).

## **3. Consideration of the access needs of disabled children, staff and parents/carers.**

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers.

In October 2024, senior leaders undertook a review of progress of the targets. Feedback is noted below.



## Improving Access to The Physical Environment

	Targets	Actions	Timescale	Responsibility	Outcomes	Review October 2024
<b>Short Term</b>	All building work has considered East Sussex Accessibility guidance.	Share East Sussex accessibility toolkit with relevant personnel and contractors when needed.	Feb 2025	Premises Manager	On-going improvements in access to all areas when undertaking routine and maintenance works.	New Front of School is fully accessible. The lift has been serviced and remains in use. Year 1 Outside area is fully accessible for all pupils and staff. RAAC work to be undertaken so - Target to be continued.
	Improve signage and external access for visually impaired people	a) Replace internal & external light bulbs immediately when 'blown' b) Paint white stripes on edge of all external steps c) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones	July 2025	SENCo & Premises Manager	Visually impaired people feel safe in the grounds.  Access around the site is easier for all.	Interior Lighting fully replaced in July 2023.  To be completed  To be completed  Target to be continued.
	Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children  b) Develop a system to ensure all staff	September 2024	SENDCo & H&S Coordinator	All disabled children and staff working with them are safe and confident in the event of fire.	Completed and ongoing for new children or children with changing needs.  Evacuation Chair purchased and CPD occurred April 2023.  Target to be continued.



		are aware of their responsibilities				
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Review October 2024</b>
<b>Medium Term</b>	Front entrance planned work includes suitable access	Share East Sussex accessibility toolkit with relevant personnel and contractors.	Completed	Headteacher	On-going improvements in access to all areas when undertaking routine and maintenance works.	<p>Extended as planned works are now completed Access routes on plan are fully accessible.</p> <p>SUSTRANS school Streets 6 months road closures obtained Sep - Feb.</p> <p>Target completed</p>
	RAAC removal temporary measures will need to be fully accessible to all stakeholders.	Share East Sussex accessibility toolkit with relevant personnel and contractors.	July 2025	Headteacher & Premises Manager	To safely remove RAAC from overhanging eaves, whilst keeping the site functional and accessible for all.	New target

### Improving Access To The Curriculum

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>	<b>Review October 2024</b>
<b>Short Term</b>	Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible	Jan 2025	Headteacher	All children in school are able to access all school trips and take part in a range of activities.	<p>Completed and Ongoing. Trip Protocol reviewed September 2024 had clear SEND &amp; Equality sections. Shared. Trip Leader CPD October 2023 had strong emphasis on equal opportunities.</p>



						Target to be continued.
Increase confidence of staff in differentiating the curriculum	<p>a) Continual CPD of on curriculum access.</p> <p>b) Assign CPD to identifying e.g. dyslexia, differentiation, alternative recording</p>	<p>July 2025</p> <p>Dec 2023</p>	SENCo	Raised confidence of staff in strategies for scaffolding and increased pupil participation.	<p>Completed and Ongoing. Internal and external CPD provided on Inclusive &amp; Adaptive teaching.</p> <p>DST CPD occurred in November 2023. Identification of children continues so -</p> <p>Target to be continued.</p>	
Ensure TAs have access to specific training on disability issues	<p>a) Use staff audit to identify TA training needs and inform Professional Development process</p> <p>b) TAs to access at least 6 relevant CPD each year</p>	<p>July 2025</p> <p>Sep 2025</p>	SENCo	Raised confidence of TAs as above.	<p>Completed and Ongoing. Internal and external CPD provided including – Support Staff Survey summer 2024</p> <p>CLASS Dyslexia, CLASS Autism, Jump Ahead, Lego, Sensory Circuits</p> <p>Target to be continued.</p>	
Ensure all staff are aware of disabled children's curriculum access	<p>a) Set up system of individual access plans for disabled children.</p> <p>b) Set up system for information to be shared with appropriate staff</p>	<p>July 2025</p>	SENCo	All staff aware of individual pupils' access needs."	<p>Target to be continued as new children join LPA</p> <p>Extensive Transition Summer 2024</p> <p>Safe Access to folder 4 SEND Drive where pupil files and information is stored.</p>	
Ensure all staff are aware of, and able to use, SEN and resources	<p>a) Audit all SEN ICT and other resources and make list available to all staff</p> <p>b) Run individual training sessions</p>	<p>Mar 2025</p> <p>July 2025</p>	SENCo	Wider use of SEN resources in mainstream classes.	<p>Target to be continued</p> <p>New area for SEND resources opened Sep 2024</p>	



		on use of SEN Software e.g. AI, Widget				
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>	<b>Review October 2024</b>
	Review PE Curriculum to make PE accessible to all	<ul style="list-style-type: none"> <li>a) Gather information in accessible PE and Disability Sports</li> <li>b) Invite disabled sports people in for particular sessions</li> <li>c) Review PE curriculum to include disability sports</li> </ul>	July 2025	PE Subject Lead	All children are able to access PE and disabled children are more able to excel in sports.	<p>Ongoing.</p> <p>Monitoring in April 2024 indicates high level of understanding in PE teachers and adapted provision.</p> <p>Club Enrichment analysis T3 – T6 showed an increase in opportunity and uptake in sports clubs of SEN children.</p>
	Review all curriculum areas to include disability issues	<ul style="list-style-type: none"> <li>a) Include specific reference to disability equality in all curriculum reviews</li> <li>b) Develop PSHE and Citizenship curriculum to address disability equality issues</li> </ul>	July 2025	SENCo	Gradual introduction of disability issues into all curriculum areas.	<p>Ongoing</p> <p>See monitoring</p> <p>PE</p> <p>Music</p> <p>Computing</p> <p>Assemblies now include MAKATON signing for all children. Awareness raised by celebrating focus events in assembly and PSHE eg World Autism Day Feb 2024</p>
	Ensure disabled children participate equally in after school and lunch time activities	<ul style="list-style-type: none"> <li>a) Survey participation in clubs at lunch and after school by disabled children</li> </ul>	July 2025	AH Pastoral	Disabled children are confident and able to participate equally in out of school activities.	<p>Ongoing.</p> <p>Club Enrichment analysis T3 – T6 showed an increase in opportunity and uptake in sports clubs of SEN children.</p>





<b>Long Term</b>	Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools.  b) Ensure new staff access similar CPD courses	July 2025	SENDCo AHoS Pastoral	All staff work from a disability equality perspective.	Unconscious Bias CPD completed by leaders and Governors Sep 2024  To be completed
	Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School b) Establish link meetings for curriculum coordinators	July 2025	SENDCo	Increased confidence of staff in developing their curriculum area accessibility.	Ongoing SLT, teachers and support staff spent time observing practice at Cuckmere House Feb 2022 – June 2022  To be established

### Improving Access To Information

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>	<b>Review October 2024</b>
<b>Short Term</b>	Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Produce newsletter in alternative formats e.g.	Mar 2025	SENCo	All parents get information in format that they can access e.g. tape, large print, Braille.	Ongoing  Bounce Together Surveys from SAT to establish any further need/support.



		large print, Braille if needed				
<b>Medium Term</b>	Establish Makaton with the school	a) Establish Makaton after school club for children parents/carers and staff	Sep 2025	SENCo / Deputy Head	All children knowing some basic BSL Signs and Deaf parents can be included in all school activity.	Club not occurred but huge impact from whole school assembly learning Makaton  Parents/Carers next target group  Target to be continued
<b>Long Term</b>	Review all signs in school to include Widgit Symbols	a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text	July 2025	SENCo	Everyone can understand signage and find way around school.	In process Class TTs have widget consistently  Target to be continued