



# Langley Mill Church of England Infant School and Nursery

## Accessibility Plan

**‘Always our best for God, each other and  
ourselves’.**

This plan was reviewed and assessed in the light of  
all other school policies and the Equality Act 2010.

Written/ Reviewed by	Date	Approved by GB	Minute number	Next review date
C. Jones and S. Brown	March 2024	26/03/2024	GB260324 10.12	March 2027

# Langley Mill Church of England Infant School and Nursery

## Accessibility Plan

### Purpose

This plan has been guided by our vision and aims and other relevant school policies including the Equality Policy, Inclusion Policy, Special Educational Needs and Disabilities Policy, and is to secure provision for disabled members of our community.

At Langley Mill Church of England Infant School and Nursery we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

This plan is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 as well as the Equalities Act 2010. DfE guidance also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

*'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.'*

### This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- a brief summary of progress in relation to previous planning
- our objectives for improvement of accessibility over a two year period
- how our plans for improvement will be monitored
- The Accessible Schools Checklist

### Accessibility Planning Process

Plans for accessibility improvement are developed in full every three years but are reviewed annually through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities / Environmental Access
- The school curriculum
- Communication of information / Access to written information

## **Physical Facilities**

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors. (Please also see the buildings priority work outstanding table)

## **The School Curriculum**

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for pupils to secure their access to the curriculum. The needs of staff with disabilities will also be considered to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils.

## **Support Services**

This looks at access to services that we currently provide within, and external to the school, to support children and families where a disability is identified.

## **Awareness**

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities.

Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

## **Communication of Information**

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of changes to legislation and emerging information received from the school's evaluation and review procedures and updated accordingly on a needs basis. It will be subject to a complete review in March 2027.

<b>Physical Facilities / Environmental Access</b>
<b>Process for Identifying barriers:</b> <i>Annual Governor monitoring/risk assessments for all staff, pupils and users/general risk assessments for activities/feedback questionnaires as part of school evaluation process/SEND provision reviews/feedback from visitors/views of disabled persons</i>
<b>Summary of Progress in Relation to Previous Planning:</b> <ul style="list-style-type: none"><li>• Emails are now used by all members of staff to communicate with each other throughout school between key staff members during times of emergency</li></ul>

- Front door security updated so that buzzer can be accessed by all potential users
- Ensured all floor coverings are well maintained
- Moved the disabled parking space to it's correct place close to the door.
- Improved wheelchair access around school with construction of new corridor with wheelchair ramps.
- Improved security at the front of school to include fencing and car park location.
- Added privacy fencing to areas of the field identified in the Hot Spot survey.
- Updated all fire awareness and action signage.
- Updated and upgraded fire alarm system to include more up to date sounders with warning lights.
- Class Dojo messaging and text messaging used by all staff as a means of communication
- Altered the car park gate post to make it more visible for sight impaired users
- Renewed Fire Extinguishers in accordance with the operational fire risk assessment

### **Objectives for improvements:**

- Establish clear, precise and multilingual labelling around school
- Reduce the glare of sunlight in the hall by adding film or blinds to the roof windows.
- Ensure door signage is accessible for all users.
- Ensure wheelchair users can open entrance doors independently
- Ensure disabled toilet facilities are present and can be accessed in school
- Ensure changing facilities for children who need access to them are up to date, easily accessed and ensure privacy for the children both in Nursery and school.

### **Monitoring of plans:**

This plan will be monitored by the GB as part of the review process.

## The School Curriculum

### **Process for Identifying barriers:**

*Annual Governor monitoring/risk assessments for all staff, pupils and users/general risk assessments for activities/feedback questionnaires as part of school evaluation process/ SEND provision reviews /feedback from visitors/views of disabled persons*

### **Summary of Progress in Relation to Previous Planning:**

- To improve curriculum access for pupils with language difficulties:
- Continued to update Accessibility Plan throughout the year
- Speech Links used throughout school for children with S&L difficulties
- Labels added and up-dated as required
- A new experienced SENDCo has been appointed who works on site full time

- Monitoring is in place to identify children with S&L difficulties
- Signposted parents/carers to S&L programmes
- TLA's trained on delivering SLT programmes.
- Class TLA's delivering planned programmes.
- Time to Talk language programme is available in school
- To improve curriculum access for pupils with **mobility** difficulties:
- Continued to update Accessibility Plan throughout the year
- Individual adjustments are made to support children with specific needs
- Outdoor areas developed further.
- Early interventions are used in EYFS
- Continued to update Accessibility Plan throughout year
- SENDCo given 2 days per week for roles & responsibilities
- Monitoring is in place to identify children with gross/fine motor difficulties
- To improve school for pupils with **hearing** impairments:
- Continued to update Accessibility Plan throughout year
- SENDCo given 2 days per week for roles & responsibilities
- Monitoring is in place to identify children with hearing difficulties
- To improve school for pupils with **sight** impairment:
- Continued to update Accessibility Plan throughout year
- SENDCo given 2 days per week for roles & responsibilities
- Monitoring is in place to identify children with sight difficulties
- To improve school for pupils with **behavioural** difficulties:
- The Attachment Aware Behaviour Regulation Policy is up-dated and practice is updated where this is necessary
- The school has now become an Attachment Aware school and training has been provided for some staff
- Restorative practise fully embedded as a method of dealing with bullying incident and disputes between pupils.
- The extension of Anti-Bullying week theme 'Bucket Filling' is now embedded throughout school as part of the overall aims and values. It is also continues to be part of the weekly awards.
- Nurture Group provision has continued when and where this is necessary
- BSS teacher utilised for risk assessments and planning for children's support in school
- EP report and advice utilised to provide support for children in school
- Additional funding accessed as required to support pupils with behavioural difficulties
- Individual risk assessments created and used for pupils
- Provision maps used to identify support for individual pupils
- 'Positive Play' provision is accessible when needed
- To improve school for pupils with **specific disabilities/progressive medical issues** not listed above:
- Continued involvement with a wide range of outside agencies where this is appropriate
- Funding accessed for additional help
- FSW involved with families
- Paediatrician support sought and attended meetings
- Flexible funding for pupils accessed and utilised SSSEN support utilised
- Plans for individual children co-ordinated by SENDCo
- BSS used for specific difficulties
- Advice from Autism Outreach accessed

### **Objectives for improvements:**

- Continue to maintain all current initiatives and keep up to date with ongoing staff training needs.

### **Monitoring of plans:**

- This plan will be monitored by all staff who work with pupils with SEND/School self evaluation



## Communication of information / Access to written information

### Process for Identifying barriers:

*Annual Governor monitoring/general risk assessments for activities/feedback questionnaires as part of school evaluation process/IEP reviews/feedback from visitors/views of disabled persons*

### Summary of Progress in Relation to Previous Planning:

- Parent workshops held throughout the year on various topics
- All relevant and legally required information and policies are available on the updated website which has been upgraded to ensure the website capacity is sufficient.
- Dojo has been used by all staff in school that is updated daily with events, news, reminders and celebrations
- Displays continued to be important in school and of high quantity
- Half termly whole school newsletters are published on the school website and Dojo pages
- HT report continues to give detailed information for the GB
- Newsletters continue to contain vital school information
- Class newsletters sent home each term via the website and Dojo
- Text messaging service well established and used by admin staff
- New format for new starters meeting and open days for nursery and school
- Class newsletters updated and changed regularly
- Use of individual communication plans for specific parents
- Information available for parents via e-mail including end of year reports

### Objectives for improvements:

- Continue to remind parents of the ways they can access information
- Engage parents throughout the year using a range of different workshops and class events
- Use Dojo and/or email for end of year reports

### Monitoring of plans:

This plan will be monitored by HT and SBM