Accessibility Policy

2025-28

School Policy

Reviewed: January 2026

Date	Reason for Update
Original	Kelsi template – added to new headed
Oct 2021	Added ramped access and vision
Nov 2022	No amendments
June 2025	No amendments
January 2026	Addition of action plan at end, blue areas included, addition of adaptive teaching, changed disability to SEND where needed.

OUR VISION
We believe in the potential of every child regardless of background or individual needs. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.

INTRODUCTION:

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.

Principles:

1. We are committed to providing an accessible learning 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 SEND and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Langafel CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be reviewed every three years.

4. 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 SEND, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with SEND 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. How the school uses adaptive teaching to ensure children can access what is being taught.

- 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.

5. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the first year of the plan and therefore some items will roll forward into subsequent years or plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the FGB will contain an item on "having regard to matters relating to Access".

7. The School Prospectus will make reference to this Accessibility Plan.

8. The School's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored by the FGB.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. 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.

CONTEXTUAL INFORMATION

Langafel Primary School was originally used as a middle school and has extensive grounds and premises that has been extended on several occasions.

The school is a single story building

ACCESSIBILITY AUDIT AND PLAN

This audit and plan covers all three main strands of the planning duty:

1. Physical environment access- improving the extent to which SEND students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Constraints – Langafel CE Primary is a relatively old building with, steps to the Foundation and LKS2 area. The school will take reasonable measures to ensure access which may include access to these areas via other doors. However financial, practical and design constraints do apply.

2. Curriculum Access - increase the extent to which SEND students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs. These needs are detailed within any EHCP plans, personalised plans and provision maps.

Adaptive teaching is used across the school, which offers resources such as word lists, working walls, displays, widgets, adult support, supportive vocabulary, communication boards etc to enable children to access the work set.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and talk tins, specialist pens and pencils. Children may wish to use standing desks, wobble cushions, chair bands, coloured paper and books, fiddle toys or ear defenders to help them. Movement breaks, sensory circuits, breakout areas, forest school, now and next boards, task management boards are also used where needed.

Children with SEMH needs may wish to access nurturing resources such as play therapy, Thrive, ABC, The Ark, Nurture classroom, forest schools, zones of emotion, school dog or snake, OPAL or individualised support from the pastoral team and wellbeing warriors.

3. Access to Written Information - improving the delivery of information to students with SEND

Any students requiring additional support are clearly identified on entry to Langafel CE Primary School and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through adaption and resources. Staff understand the barriers to learning for each child on the SEN register within their class. Children with visual stress are screened and provided with appropriate coloured paper and books. Many of the adaptive teaching resources mentioned above can be used to aid access to written communication.

VI = Visually Impaired
HI = Hearing impaired
PI = physically impaired

PHYSICAL ACCESS AUDIT AND PLAN

Item	Issue	Yes	No	N/A	Action Plan/Comments
	Furniture				
1	Is furniture and equipment selected, adjusted and, located appropriately?	x			
2	Is appropriate furniture and equipment provided to meet the needs of individual students?	x			Where individuals are identified as having specific needs these are met as appropriate. This includes visual and accessibility aids, standing desks and resources to aid focus such as wobble cushions.
3	Do furniture layouts allow easy movement for students with disabilities?	x			Furniture is easily moveable and can be put in many configurations.
4	Are quiet rooms/calming areas available to children who need this facility?	x			Sensory spaces, swing room, firefly room, rainbow fish room, The Ark, Phoenix and individual spaces within classrooms are available.
	Emergency Access				
5	Do you have emergency and evacuation procedures to alert students?	x			Fire alarm system includes lights and audible alarms, exit routes are marked on maps and practiced by all.
6	Are pathways and routes logically and well sign posted?	x			
7	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x			All exits would require a ramp. Portable ramps would be put in place at relevant exits when an individual was on the school site.
8	Do emergency alarm systems cater for those with a hearing impairment? (e.g. flashing lights)	x			Yes, each alarm flashes and make an audible alarm.
	Parking and Approach				
9	Are car parking spaces reserved for disabled people near the main entrance? (should be less than 50m from the main entrance)	x			
10	Is there a kerb surrounding the car park?		x		Partially – drop kerbs are available for access
11	Is the approach between carpark/pavement and entrance free of obstacles?	x			

	Entering the main building				
12	Are there any barriers to easy movement around the site and to the main entrance?		x		
13	Are steps required for access to the main entrance?		x		
14	Is it possible for a wheelchair user to get through the principal door unaided?	x			
15.	Do all internal doors allow a wheelchair user to get through unaided?	x			
16	Do all corridors have a clear unobstructed width of 1.2m?	x			
17	Is there where chair accessible toilet?	x			
18	Does the school have accessible changing room/shower facilities			x	
19	If the block is on more than one level, do the internal steps have contrast colour edgings?			x	All external steps to be painted with a contrasting colour on the edge if needed.
20	Is there a continuous handrail on each internal steps/stair flight?			x	
21	Is there a lift that can be used by wheelchair users?			x	
22	Do you have any other sort of mechanical means provided to move between floors? If yes please state.			x	
23	Have you any modular units that cannot be accessed easily by a wheelchair user?	x			
	Entrance Doors				
24	Are door handles at wheelchair height? (135cm above floor level)	x			
25	Does the building have automatic doors?		x		
26	Are the doors wide enough to allow easy wheelchair manoeuvre (84cm for single door and 168cm for a double door)	x			
27	Do the doors enable wheelchair users to see people approaching from the other	x			

	side? (clear visibility between 90am and 150cm above floor level?)				
28	If the doors are mainly glass, is there clear identification warning on the door?	x			All external doors have been changed to ones with a vision panel or have safety stickers so that they are visible to all.
	Inside the building				
29	Is there a reception desk/facility in the building, is it clearly and logically placed	x			
30	Is it of a suitable height for a wheelchair user?	x			
31	Is there a waiting area, is it suitably large and laid out for wheelchair users?	x			
32	Are all internal floors level throughout?		x		There is a ramp where the level changes (reception to UKS2)
33	Is the floor surface free of any access of tripping hazard?	x			
	Visual Aids				
34	Are non-visual guides used to assist people to use the building?		x		This would require specific risk assessments based on individual need.
35	Could any of the décor be confusing or disorientating for students with disabilities?		x		

LEARNING AND ACCESS AUDIT AND PLAN

Item	Issue	Yes	No	N/A	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues	x			When children are admitted to the school with specific needs staff are given appropriate and relevant training
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities or SEN if required	x			Training at induction, training calendar for mainstream core standards, TA and teacher training as required and specialist training for SEND in SLIC.
3	Do all staff seek to remove all barriers to learning and participation?	x			Staff understand the barriers to learning for the children in their classes, these are discussed at pupil progress meetings and teaching is adapted to help pupils learn and access the teaching. Information about pupils with SEND is kept on provision plans, personalised plans and pupil passports. This is

					moving to Edu Key so it is accessible to all staff and not just those within the phase.
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?	x			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	x			Rocksteady offer band places for all pupils in the school and a number of bursary places paid for by Rocksteady and the school. These places are solely for children who are SEND or PP. All children are able to have music lessons to learn an instrument, we currently offer guitar and piano. All children are able to attend various clubs and twice weekly PE lessons. All children from year 2 and all SLIC children have swimming lessons in the summer months. Drama is included in English lessons and for a range of worships, such as Easter, and all year 6 children take part in a play at the end of year 6.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with SEND who cannot engage in particular activities, e.g. some forms of exercise in physical education?	x			When needed, e.g. swimming in small groups.
7	Do all staff recognise, understand and allow for additional planning and effort necessary for children and young people with SEND to be fully included in the curriculum?	x			Pupil progress meetings, pupil passports, provision maps and personalised plans. Phase and class planning.
8	Are all staff encouraged to recognise and allow for additional time required by some students with disabilities to use equipment in practical work?	x			
9	Do you provide access to appropriate technology for those with disabilities?	x			This would require specific risk assessments based on individual need. Staff who work with children with an EHCP who need assisted technology are trained in its use. Children with other SEND regularly use technology

					such as laptops, talk to text, colour veil, and a range of programs to assist their learning.
10	Are school visits, including overseas visits, made accessible to all children irrespective of attainment, SEN or disability?	x			As far as practicable and safe for all involved. Risk assessments are undertaken and all reasonable adjustments made. Trips can be for a whole phase, a small group, class and children may attend via a coach, car, train or on foot with additional support where needed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x		When children are admitted to the school with specific needs staff would be given appropriate and relevant training. Staff can use assisted technology and practices for the current cohort and are trained as needed.

INFORMATION ACCESS AUDIT AND PLAN

Item	Issue				Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, or on audio tape or in braille for students and prospective students who may have difficulty with standard forms of printed information?	x			Students who would require information in braille would be assessed and resources provided as and when required. A number of children have communication aids to help them access.
2	Do you have facilities such as ICT to produce written information in different formats?	x			Widgets, talk tins, speech to text, communication iPad. etc.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	x			
4	Do you ensure that policies, the website and documents are available in a timely manner both electronically and in print or another accessible method?		x		This needs developing further with a hard copy bank of most requested policies available immediately. Currently all policies can be emailed or printed to be collected at a later date. Website needs an accessibility statement.

YOUR OPINION

	Having looked at the schools facilities, do you think the building has reasonable access for wheelchair users?	x			Yes, where floor level changes the area is fully ramped.

				One area which could be considered inaccessible is rarely used and many options available. The swimming pool building is accessible and the swimming pool itself has a hoist.

ACTION PLAN					
Issue	**Actions**	**Success criteria**	**Resources & Costs**	**Completed by**	**RAG**
PHYSICAL ACCESS					
7. Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? 10. Is there a kerb surrounding the car park?	• Ensure ramps are available and location known. • If a child/staff member needs a wheelchair complete a risk assessment -HB • PEP completed before they attend school	• Ramp location clear • Paperwork in place and reviewed.	£60 ramps	March 2026	A
19. If the block is on more than one level, do the internal steps have contrast colour edgings?	• Step visibility checked on premises walk rounds • Step paint/tape check termly. • Refresh as necessary.	• Steps remain visible.	£100 yearly budget	1 week from termly check	R
LEARNING AND ACCESS					
3. Do all staff seek to remove all barriers to learning and participation?	• SEN Code of practice and mainstream core standards training audit • Provision audit • Adaptive teaching training • Lesson observations • Provision map update	• Adaptive teaching seen in observations • Training completed to a high standard • Adaptive teaching resources seen in classrooms • Work in books shows adaptive teaching has allowed children to access the curriculum.	Training time and CoS bid if necessary	July 2026	A
9. Do you provide access to appropriate technology for those with disabilities? 11.Do you ensure that all school staff are familiar with technology and practices developed to assist people with SEND?	• Referral to SEND team if tech needed. • SEND team to purchase, borrow or rent tech from relevant place • Training to be delivered to relevant staff • Tech introduced • Tech use reviewed. • Tech shared with parents	• Referrals placed and triaged in a timely manner • Tech being used within 1 month of being in school	Community of schools or PRG grant to be sought if needed, ongoing cost would depend on tech needed and use	1 month from tech arrival	S

![Langafel CE Primary School logo]

Langafel Church of England Primary School

INFORMATION ACCESS					
4. Do you ensure that policies, the website and documents are available in a timely manner both electronically and in print or another accessible method.	• Accessibility statement on website • Audit of popular policies taken • Popular policies printed and bank developed and made available to office staff • Policies and document requested reviewed termly.	• Accessibility statement on website • Policy bank available	Paper and printing costs	March 2026	R