

**Langley Fitzurse Church of England School**

Accessibility Plan

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**S****tatement of intent**

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing board of **Langley Fitzurse Cof E School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

* Increase the extent to which pupils with disabilities can participate in the school curriculum.
* Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
* Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil’s disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

* The parents/carers of pupils
* The headteacher and other relevant members of staff
* Governors
* External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed By

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Exec Headteacher Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair of Governors Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planning duty 1: Curri****culum**

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short Term** | Staff members ensure the curriculum is accessible for all children | Audit of curriculum | Headteacher/ teachers/SENCO | Autumn 2022 | Management and teaching staff are aware of the accessibility gaps in the curriculum and plans made to address  School trips take into account pupils with SEND | Summer 2022 |
| Staff members have the skills to support pupils with SEND | INSET provided to staff members  Training for teachers on differentiating the curriculum | Headteacher/ External advisors/SENCO | Autumn 2022 | Staff members have the skills to support children with SEND | Autumn 2023 |
| **Medium Term** | Curriculum and extra curricular activities response to changing needs of school cohort | Needs of pupils with SEND incorporated into planning process | Teachers/SENCO | Autumn 2022 | Planning of school trips takes into account pupils with SEND | Summer 2024 |
| **Long Term** | Forward planning and focussed CPD ensures curriculum is responsive to needs of all children and ensures access to all lessons | Provide tablets and other adjustments to pupils with SEND | Headteacher/ICT Manager/SENCO | Autumn 2020 | Pupils with SEND can access lessons | Spring 2027 |

**Planning Duty 2: Physical Environment**

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short Term** | The school’s physical environment is accessible to all stakeholders | Audit of physical environment | Governors | March 22 | School is aware of accessibility barriers to its physical environment, and will make a plan to address them | Summer 2023 |
| **Medium Term** | Learning environment of pupils with visual impairment is accessible | Incorporation of appropriate colour schemes | School business manager | July 22 | Learning environment is accessible to pupils with visual impairments | Autumn 2024 |
| **Long Term** | Children with physical disabilities access school buildings and all areas | Feasibility and construction work undertaken | School business manager/building contractors | September 22 | School buildings are fully accessible | Autumn 2025 |

**Planning Duty 3: Information**

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short Term** | Management staff know whether school information is accessible or not | Audit of information delivery procedures | SENCO/ICT manager | Autumn 2022 | School is aware of accessibility gaps to its information delivery procedures | Summer 2022 |
| School does makes written information accessible | School seeks advice from external advisors | SENCO | Autumn 22 | School is aware of local services for converting written information into alternative formats | Summer 22 |
| **Medium Term** | Written information is accessible to pupils with visual impairments | Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds | SENCO/ICT manager | Summer 22 | Written information is fully accessible to children with visual impairments | Summer 2024 |
| **Long Term** | School website is accessible to children with SEND | Audit of website | ICT manager | Summer 22 | Website is fully accessible | Summer 2025 |