Langmoor Primary School

Accessibility Plan 2026 – 2029

This accessibility Policy and Plan are drawn up in compliance with current legislation and requirements (Schedule 10, relating to disability of the Equality Act 2010) School Governors are countable for ensuring the implementation, review and reporting on the accessibility plan over a prescribed period. According to the Act, *a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities'.*

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.

Langmoor Primary School plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. This plan will cover 3 years, but will be updated annually.

The plan will contain relevant actions to:

- Improve access to the physical environment of the school. 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. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, any leisure activities and any 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 all stakeholders of the school. This information should be made available in various preferred formats within a reasonable time frame.

Contextual information

Langmoor Primary School opened in 1955 and is situated on 2 floors. It has separate classrooms and some smaller break out areas. Langmoor is accessible to all visitors with ramps providing access at both the front and the back of the school building. Langmoor is situated in spacious grounds in the middle of Oadby.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

Curriculum

Continuous improvement through self-review and continuing professional development lies at the heart of the school's work. We aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet all needs within our classes. All children have access to a range of after school clubs and activities, including educational visits.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To provide staff training so that SEND needs are met within school, including that of mental health and well being	All staff trained to understand ADHD and ASD. DHT is Senior Mental Health Practitioner ELSA works 2 days per week 4 staff are Team teach trained	ELSA supervision to continue Counsellors to be sourced if necessary All staff to have renewed GAP training Support staff to have social communication group training	To be arranged termly as needs arise	SENDCO/HT	All children have access to all areas of the curriculum

All pupils are able to access the curriculum and make good progress	Curriculum design is such that all children can access it	Links made to professional bodies to support – EP, S and L, SEND provision	As required	SENDCO/HT	All children can access all areas of the curriculum
All staff are aware of any child's individual needs regarding equipment (including dyslexia/dyscalculia, visual and hearing impairment)	Staff are aware of resources that can be used to support children to access learning	Writing slopes, eye level rulers, coloured overlays, ICT equipment, coloured paper, coloured backgrounds on IWB, use of specialist HI/VI equipment	Inset with staff as required		All children have suitable access
Ensure that PE remains accessible for all	All children are encouraged to take part. PPM children have 1 free club (6 sessions) per year Access to inclusive sport from LSLSSP	Liaise with LSLSSP regarding specialist equipment if needed	As required	PE coach/SENDCO/HT	All children have opportunities to take part in PE lessons

Physical Environment

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To make all entrances accessible for disabled people	Main entrance accessible for all with a ramp into the hall if needed. Back door to the corridor can be accessed via a ramp as can The Ridge. Classes 1, 2 and 3 are accessible from their fire doors White lines painted on steps for VI child	Ramps provided by Premises Officer should the need arise	As and when needed	HT/PO	All entrances accessible to all
Ensure that there is a disabled toilet available	Ground floor – disabled access toilet 1st Floor – access for Females only as all staff toilets are unisex	Disabled toilet to remain accessible at all times	ongoing	PO	Accessible to all
Ensure all disabled pupils/staff can be safely evacuated	PEEP (Personal Emergency Evacuation Plans in place for any pupils that may need it (or any staff with injuries)	Ensure all staff are aware of any PEEP's.	As required	HT/PO	Safe evacuation for all when necessary

Communication

This will include ensuring that any written information that is provided by the school is available to all. The information should take account of pupil's disabilities and any preferred formats and should be made available within a reasonable timeframe. Current levels of need should always be established and schools should always be able to respond to this.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around the school	Welcome signs in various languages	All parents are made to feel part of the school community. Different language signs aid access and understanding	As required	HT	Families feel welcome and all have a clear understanding of school procedures
Information on website accessible to all	Text can be translated for info on the website	Ensure that website is compliant with requirements for access by persons with visual impairment. Ensure prospectus available on website.	Updated	HT	Website clear and easily accessible
Information for parents/carers clear for all	Information in newsletters in easy to read print and is clearly understandable	School office to support parents to access school information both on website and MCAS app	Ongoing	Office Staff/HT	Parents feel that communication is effective