



# LANGSTONE PRIMARY ACADEMY

## School Accessibility Plan

### School Ethos, Vision and Values

At Langstone Academies, we are committed to ensuring equality of education and opportunity for individuals of all ethnic groupings, classes and abilities or disabilities. We aim to have a culture of inclusion and diversity in which people with a disability are able to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

### Definition of Disability

#### What do we understand by ‘disability’?

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

#### The Equality Act 2010:

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measureable.’ (SEND code of Practice)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions (SEND code of Practice)
- Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
  - (a) He or she has a physical or mental impairment
  - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

## Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### The Accessibility Plan:

Area	Targets	Strategies	Outcome	Time Frame	Achieved
<b>Equality &amp; inclusion</b>	a) Ensure the Accessibility Plan is reviewed and monitored at least annually Governors / SLT meetings  b) Ensure staff training for medical or physical needs meets requirements	a) Clerk to add to agenda  b) Booked each Autumn Term or when appropriate	a) Meeting statutory requirements  b) All children have needs met	September annually  Annually	
<b>Physical Environment</b>	To ensure where possible that the school grounds and building are accessible for all and review continuously to ensure safety and full accessibility for all	Completion of the Access audit to be done annually by school and Governors, officially by the appropriate company every 5 yrs	Governing body / SLT to ensure any reasonable adjustments are made where possible and staff / pupils / parents and other professionals are made aware of outcomes / changes	Ongoing	
<b>Curriculum</b>	a) All equipment and resources available, safe and appropriate to needs  b) Differentiation in all areas of the curriculum	a) SENCO / Other specialist to train staff as required, Also to review and monitor equipment and use  b) SENCO to monitor and work closely with outside agencies	a) Staff have appropriate resources / equipment and understanding in effective use and enabling access for pupils – trained as needed  b) Staff are able to work with outside agencies in ensuring best use of resources and equipment and enabling pupils to access the curriculum with their peers in an appropriate way that builds confidence and self-esteem	Ongoing  Ongoing	

Signed .....  
 Headteacher

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 Chair of Governors

Policy reviewed and agreed at LGB.  
 Review date: December 2026