



LAUNDE PRIMARY SCHOOL

Accessibility Plan

Written: November 2025
Review: November 2026

Signed
(Chair of Governors)

Date.....

Accessibility Plan

Launde Primary School is committed to providing a welcoming and inclusive environment for all learners, regardless of their abilities or disabilities. We believe that all children, regardless of their background, deserve the opportunity to reach their full potential.

This Accessibility Policy outlines our commitment to ensuring that our school facilities, resources, and services are accessible to all pupils, staff, and visitors. We aim to remove barriers to learning and participation and to create a positive and supportive environment for everyone.

This policy is based on the Equality Act 2010 and other relevant legislation. It sets out our responsibilities in relation to:

- **Physical accessibility:** Ensuring that our buildings and grounds are accessible to all.
- **Communication:** Using clear and accessible communication methods.
- **Information and communication technology (ICT):** Providing accessible ICT.
- **Learning and assessment:** Adapting teaching and assessment methods to meet the needs of all learners.
- **Support and guidance:** Providing appropriate support and guidance to pupils and staff.

We will regularly review and update this policy to ensure that it remains effective and meets the evolving needs of our school community.

The Accessibility Plan looks at the provision of support from three perspectives i.e. the accessibility of physical environment, curriculum and information.

- To improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- To ensure the curriculum is suitable for the needs of the individual children with specific needs to enable equality of access to the curriculum.
- Improve 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

Improving the Physical Environment

Statement	Evidence	Action require / when
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils and adults who use wheelchairs can gain access to most parts of the outer aspects of the school.	Only the outer classrooms are suitable for wheel chair access, the new building hall can be accessed via the side door. New hall extension has ramp and wheelchair accessible door.	
Shower and changing facilities in place in New building		
Disabled Toilet available in front entrance		
Pathways around school are safe and well signed. Yellow paint shows step boundaries.	Good signage. Yellow paint.	Renewed August 2022
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bays by Main Building.	
Disabled parking spaces are highlighted in the Uplands Road Car Park	We have two spaces identified as disabled spaces near the canteen	Yellow lines and signage to be renewed Spring 25
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. Risk assessments / PEEP in place when required for specific children/or adults.	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.		Neutral backgrounds and neutral learning environments introduced AUT 24 based on research and guidance around cognitive overload
All areas are well lit.	Audited by H&S.	New lights added Summer 24
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Refurbishment or reconsider classroom allocations as appropriate.
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, writing slopes, wedge support etc	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	

Improving Curriculum Access

Statement	Evidence	Action required / when
Teachers and TAs have the necessary training to teach and support pupils with a specific learning disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training; CPD information for staff. Performance and Appraisal paperwork. Outreach provision from external agencies Provision map	Regular SEN Staff Meetings updating advice. Specific SEND CPD for all TA's Aut 2024 ASD and Dyslexia external consultant On-going CPD on aspects as needed e.g. Autism
Appointment of TAs to work closely with physically disabled pupils as required in EHCP's	TA appointed in school assigned to pupils as stated by EHCP plan.	Review deployment annually
Pupils with SEMH difficulties are supported in school.	Close liaison with Education Psychologist. IEP/IBP in place and shared with parents	Appointment of additional TAs hours for specific needs as required
Classrooms are optimally organised to promote the participation and independence of all pupils	Classroom space is appropriate and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment. Use of visual timetables in classrooms.	Consider Year Group classroom changes to best meet the needs of pupils.
Lessons provide opportunities for all pupils to achieve, i.e. are adapted and promote independent learning either individually, small groups or as part of the whole class as appropriate and are supported by adults where necessary.	Lesson observation records. Action plans Lesson Plans IEPs	Continue to implement personalized learning when appropriate.
Targeted interventions in place for children with SEND to support primary need to aid and support independent learning within the classrooms	CPD for TA's	
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	Annual audit of participation.
Staff identify and plan for pupils, with specific	All staff aware of needs & detailed in planning/IEPs	Staff meetings and training regularly planned to

learning difficulties so that the most appropriate to support is in place.	Appropriate training as required both with and from external agencies	raise teacher awareness. SENCO to keep individual staff informed and induct new staff Resources purchased to support individual pupils and to enable staff to make reasonable adjustments to support learning. Pupil page profile (EHCP) accessible to staff All Pupil needs and IEPs are uploaded onto Provision Map.
IT equipment to be adapted for hearing impairment	Specialist equipment purchased as appropriate for individual children's needs.	Links with Specialist Advisory Support Service as needed.
School visits are accessible to all pupils, regardless of attainment or impairment. Extracurricular activities are planned to ensure accessibility for all pupils	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy	Adjustments as required.
All staff have high expectations for all pupils.	Lesson Observations, tracking and target setting in place.	Subject managers to ensure staff are aware of what adaptations need to be made for accessibility
All staff strive to remove barriers to learning and participation and value pupil voice.	Lesson observations, IEP Reviews, School Council, Pupil survey.	Continuing CPD

Access to Information

Statement	Evidence	Action Required / When?
Staff are familiar with technology and strategies to assist pupils, parents and carers with disabilities, e.g, positioning in class when talking to a hearing impaired learner.	External advice given by specialists. Lesson observations.	Staff meetings to discuss when needs arise On-going CPD to ensure most up to date support and advice is accessed.
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Inclusion and Community Coordinator work with parents and external agencies.	
The school ensures that both in lessons and parents meetings, information is presented in a user-	IWB used in every class & visualizer or IPAD used for close up demonstration work & for enlarging	

<p>friendly way, e.g. by reading aloud, using overhead projectors/PowerPoint presentations etc</p>	<p>texts. All staff read aloud & for parents who cannot read, information can be read to them. Software used for Newsletter's as option to read aloud (Accessibility option) Separate report can be requested to be sent if a parent does not live at same address. PowerPoint Presentations used at workshops and parents' meetings and uploaded to website Website updated regularly and monthly newsletter sent to all parents Inclusion and Community coordinator support for parents including translation as required.</p>	
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