Launton CE Primary School Access Plan 2026- 2027

Date updated – September 2026 Completed by – Jill Walker and Tonya Way
Review September 2027

School Vision

I came that they may have life and live it abundantly. John 10:10

"Our school is a place where we have the courage to make a difference: where we learn to look after each other and our environment. Our school is a place where we are honest and truthful and where we do good things even when nobody sees. We are friendly and welcoming, inclusive, kind and polite. We do not give up when things are difficult. Our school is a place where we can think and talk about our ideas and discuss big questions, express ourselves, be creative and excited, be safe, supported and challenged."

Our school values of courage, integrity, resilience and compassion help us to achieve this vision for our school community.

Our learning dispositions: resilience, resourcefulness, reflectiveness and reciprocity assist everyone to be successful and equipped for life.

We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for our children. Partnership with families underpins all that we do.
We believe all members of the school community should be equally valued and at the same time we have equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.
Launton School's aims are designed to ensure that the school provides equality of education and opportunity for all. The school considers the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.
As a School we aim to;

- Ensure that all pupils and staff are encouraged and able to achieve to their full potential
- Make reasonable adjustments for disability
- Respect, value and celebrate differences between people
- Prepare pupils for life in a diverse society

Life at Launton for Children with Physical Differences (Disabilities)

We have high expectations for all our pupils, and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Launton School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to- day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have an Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them: some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make 'reasonable adjustments' to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Launton CE Primary School was built in 1839. Outdoor lavatories were enclosed subsequently, then a further extension was also later added in approximately 1970. A further building which now contains two classrooms and two bathrooms was built in 1979, then extended in 2010. In 2010 a separate building with one classroom and the school hall was built. There is also a Victorian school house.

The ground floor of School House is accessible by wheelchair from the front door, which has been replaced with an automatically opening electronic door whose access point can be reached by a wheelchair user.

The 1839 Building is the oldest part of the school and has ramp access to two of the classrooms.

The 1970s building has level access through the 2010 extension to all three teaching areas and this building has toilet facilities with disabled access.

The 2010 building has level access to all areas, including toilet facilities with disabled access.

At present we have no wheelchair using pupils, parents or members of staff.

Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties. The school has a number of children with EHCPs.

We have a small number of pupils and parents who have visual, hearing and physical impairments. The exact nature of their accessibility needs is not included in this public document.

Action plan 2022-2026

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum
At Launton Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Teachers at Launton plan and deliver outstanding lessons. Lessons are adapted to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. Some pupils have an adapted curriculum to meet their needs and for a very small number of pupils, a bespoke curriculum is provided where an EHCP specifies this. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities. All children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	When anyone joins the school population (pupils/parents/staff), continue to identify those with a disability and specific needs in order to be aware of those who may need additional or different provision. Review individual access plans for disabled pupils when needs change. Ensure all staff are aware of disabled children's curriculum access. Increase confidence of all staff in adapting the curriculum and adapting lessons, through relevant CPD and specialist input. Ensure teaching assistants have specific training on disability issues. Use technology to support learning. To work alongside colleagues at Bicester Sports Centre to ensure all children can access school swimming lessons	Each autumn Each September these are reviewed Ongoing and as required. Training programme to be devised annually. Annual risk assessments	SENDCo/ Headteacher/ Administrator	Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary. All staff aware of individuals needs and plans as appropriate. Raised staff confidence in strategies for adaptation and increased pupil participation and progress. Learning Walks demonstrate improved skills in using a range of strategies to support children's needs. Wider use of SEND resources in classrooms. Children are able to access school swimming and make progress with their swimming skills (in line with then National Curriculum for swimming)
Pupils who are disabled are encouraged and supported to attend after school activities, educational visits and playtimes.	Frequent audits of: clubs attended, educational visits made by disabled pupils and involvement in school community and wider school life (Positions of Responsibility, School Councils etc.) Teaching Assistants and coaches, including those in wraparound provision are skilled to support an individual's SEND needs (wraparound, clubs, playtimes). Class teachers, headteacher and the SENCO liaise, monitor, train and coach staff to ensure children's additional needs are being met. Risk assessments indicate additional support needed for disabled pupils to access school trips.	ongoing	SENDCo/ Headteacher /PE lead	Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.

Disabled pupils are able to take part in physical activity during breaktimes, in the curriculum and during extra -curricular activities	The PE subject leader will ensure that all elements of the PE and school sport offer at Launton is accessible for pupils with accessibility needs.	Ongoing	PE Subject Leader SENDCo Headteacher	Where reasonable adjustments are not possible then this will be discussed with the SENDCo, class teacher and with the pupil and parents

Action 2: Improving the physical environment of the school
We have a wide range of equipment and resources available for day- to -day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. To ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	**Actions**	**Time scale**	**Responsibility**	**Success Criteria / Outcomes**
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	Be aware of staff, governors and parents access needs and meet as appropriate. Encourage staff, governors and parents to advise school of areas of school and school life that they find less accessible.	Beginning of the academic year.	SENDCo/ Headteacher	Pupils and governors feel confident their needs are met at school. Parents have full access to all school activities.
To ensure that the physical and visual environment is engaging, informative and suitable for all	To create access plans for individual disabled pupils as part of the SEN Profile process when required. The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication Playground, step, fire exit signs and markings need to be clear and regularly refreshed.	**ongoing**	SENDCo/ Headteacher/ administrator	All pupils Visually impaired people feel safe and confident to access and negotiate the school grounds.

Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.	Ongoing Reviewed annually in Sept	SENDCo/ Headteacher Support from SENSS PD	All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently

Action 3: Improving access to information for disabled pupils/parents
As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources so that provision can be made when required. The schools ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs. In planning to make written information available, the school will take account of pupils' disabilities and pupils' and parents' preferred formats and provide this within a reasonable timeframe.

Target / Aim	**Actions**	**Time scale**	**Responsibility**	**Success Criteria / Outcomes**
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and clear, simplified English. Meetings with parents include a mixture of communication methods. Ensure website and all document accessible via the school website can be accessed by the visually impaired. Improve the accessibility of the school newsletter on mobile phones. Update the school website to improve accessibility.	Ongoing	**Headteacher Administrator**	All parents receive information in a form that they can access. All parents receive the necessary support in completing forms and accessing information. All parents understand the school information they need to access.
Review provision provided by outside agencies and signposting by school	Consideration of how and where to signpost parents for additional support		**HSLW/SENDCO**	Parents are provided with support, when required, from other agencies appropriate to

				their needs and the needs of the pupil