

# Longlands Primary School

## Accessibility Plan



Date of adoption: October 2023  
Review date: October 2026

## 1. Statement of intent

This plan outlines how Longlands Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (the curriculum, physical environment and information). Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils endorsing the key principles of the National Curriculum in a relevant and meaningful programme of learning through our wide curriculum opportunities.

- We set ambitious learning challenges based on a secure knowledge of the child's abilities
- We respond to each pupils' diverse learning needs
- We seek to support each child to overcome potential barriers to learning
- We assess individuals and groups of pupils to plan effectively for further progress.

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

## **2. Legal framework**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Statement and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **3. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

#### **4. Contextual information**

Longlands Primary School and Nursery was built in 1974. It is a single storey building with no internal steps. The main entrance has step free access. There is an accessible toilet near the office reception area. Portable access ramps are provided at various key points around the school where access is needed through external doors and there is a change in surface level. All new builds conform to current building regulations (access to the Early Years unit). There are some external steps to reach the Key Stage 1 playground from the external classroom doors. There is a disabled parking bay at the main door to the school. Parents and carers with disabilities are permitted to park in the school car park when on site. The school has internal emergency signage and escape routes are clearly marked.

Recent adaptations to the site to improve accessibility include:

- Installing electric gates with intercom for assistance

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views. Should it be required, a range of different formats will be made available for disabled pupils, parents and staff to ensure they have access to information.

## 5. Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. There are currently no families with children or parents with visual impairment. At present we have no wheelchair dependent pupils, parents or members of staff.

## 6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

| Action Plan: Curriculum |   |  |   |           |         |
|-------------------------|---|--|---|-----------|---------|
|                         | Target  | Action   | Success criteria  | Timescale | Review  |
| Short                   | Ensure staff have the necessary skills to adapt and differentiate the curriculum so that pupils with disabilities can access the curriculum on an equal basis with their peers. | Audit of training required for staff, appropriate to the needs of children on roll.<br>Intervention/target teaching training for staff.  | Staff are able to fully meet the requirements of children with disabilities with regards to accessing the curriculum. | Ongoing   | July 24 |
|                         | Develop learning aids and strategies relevant to individual needs to ensure pupils with disabilities can access the curriculum on an equal basis with their peers.              | Classrooms are organised to promote the participation and independence of all pupils.<br>Widgets are used to support communication and learning.<br>Dyslexia friendly texts.<br>Pupil progress meeting to discuss needs.             | Children have the resources they need to gain full access to the curriculum.  | Ongoing   | July 24 |
|                         | Train staff in using Makaton.   | Staff identified and participate in training.  | Children who would benefit from communicating using Makaton will have trained members of staff to support them.       | Ongoing   | July 24 |
|                         | Ensure staff are trained to meet individual medical needs of pupils.  | Annual completion of asthma and anaphylaxis training for all staff.<br>Training for relevant staff in line with medical needs.   | Training enables staff to meet individual needs effectively.  | Ongoing   | July 24 |
| Medium                  | Ensure extra-curricular offer is accessible for children with disabilities.   | Review provision of extra-curricular clubs and identify barriers which may prevent children with disabilities from engaging.   | Children with disabilities are able to access any extra-curricular clubs.   | Termly    | July 25 |
|                         | To ensure progress is as good as those pupils Nationally with SEN   | Pupil progress meeting to discuss needs.<br>Mscales used to track progress.  | Progress is as good as SEN Nationally   | Annually  | July 25 |
|                         | Enhance the use of software to support teaching and learning across the curriculum.   | Map software already in use to support children with disabilities and identify gaps in provision.<br>Identify software to support learning in Maths, English and the wider curriculum, appropriate to the needs of children on roll. | Laptops/tablets/software is used effectively to support children with disabilities.                                   | Ongoing   | July 25 |
|                         | Ensure offer of trips and visits is inclusive for children with disabilities.   | Review existing offer of trips and visits. Identify barriers which may prevent children with disabilities from engaging. Incorporate needs   | The trip/visit offer is fully inclusive for children with disabilities.   | Annually  | July 25 |

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|--|--|--|--|--|--|
|  |  | of children with disabilities into the planning process. Review risk assessments and ensure that trips are accessible to and suitable for all pupils. Review modes of transport if necessary so that disabled pupils can be included |  |  |  |
|--|--|--|--|--|--|

| <b>Action Plan: Physical Environment</b> |  |   |  |                  |               |
|--|--|---|--|------------------|---------------|
|  | <b>Target</b>  | <b>Action</b>   | <b>Success criteria</b>                        | <b>Timescale</b> | <b>Review</b> |
| <b>Short</b>                             | To provide safe, accessible routes around the school.  | Audit access routes and plan any adaptations needed.  | Access routes are fully accessible and safe.   | Termly.          | July 24       |
|  | To ensure key signs and symbols around the school also include a widget or picture form for those who have communication difficulties. | Internal signs include images. Include communication boards and visuals on the playgrounds.   | Communication friendly environment is created. | Annually         | July 24       |
| <b>Medium</b>                            | Improve signage for visitors in reception lobby  | Inventory system includes a statement to remind visitors to tell office staff if they are likely to need assistance in the case of an emergency evacuation. | Improved safety for all visitors on site.      | Ongoing          | July 25       |
| <b>Long</b>                              | To install a ramp leading to the hall to improve accessibility from the playground   | Obtain a quote for a more permanent ramp.   | Access to the hall is improved.                |                  | July 26       |

| <b>Action Plan: Information</b> |   |   |   |                  |               |
|---------------------------------|---|---|---|------------------|---------------|
|                                 | <b>Target</b>   | <b>Action</b>   | <b>Success criteria</b>   | <b>Timescale</b> | <b>Review</b> |
| <b>Short</b>                    | To ensure a paper copy of the Local offer and School Information report is available. | Information on how to request paper copies is on the school website and shared by office staff.                       | Paper copies available to parents who do not have internet access       | Ongoing          | July 24       |
| <b>Medium</b>                   | To ensure information is available in a variety of formats, as required               | Review all current school publications and promote the availability in different formats when specifically requested. | Information accessible to all including translate facilities on website | Ongoing          | July 25       |