

Accessibility Plan

Date	Review Date	Coordinator	Nominated Governor
November 2025	November 2028	Martin Yeo	Governing Body

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school is fully committed to the inclusion of every member of its community, treating them fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Through our partnership with the wider school community, our vision is to prepare all of our pupils to be life-long learners.

A Longleaze learner:

- aims high and takes responsibility for their learning and their actions.
- shares their ideas and listens respectfully to the views of others.
- focusses on their learning and is proud of what they achieve.
- has a sense of what is right and wrong.
- makes a positive contribution to our local community and the wider world.
- embraces new ideas and is curious about the world around them.
- grasps opportunities to discover their skills and talents

- is resilient and bounces back when things get difficult.
- is brave and courageous.
- is kind, helpful and supportive of others.

We are committed to giving all of our pupils every opportunity to develop these important learning skills and to achieve the highest standards possible. We offer an inspiring and broad and balanced curriculum to all of our children.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. What does the school do already to ensure equal access for all?

3.1 Admission to the School

- The school follows the LA guidelines for admittance for all pupils. This may include, when appropriate, admitting over and above recommended class sizes in relation to admittance of children with a statement/EHCP.
- The school policy is to apply these guidelines to all students and potential students, regardless of any disability of which it is made aware by parents or outside agencies. The school has a legal obligation to make reasonable adjustments to enable disabled students not to be disadvantaged because of their disability.

3.2 Physical Access

- Ramps are in place to ensure easy access to the school buildings for all pupils and handrails are fitted where appropriate.
- The school has a disabled toilet.
- All doors in the school are wide enough to allow wheelchair access.

3.3 Access to Education

- Staff will continue to be made aware of students with Disability or Special Educational Needs by the SENCO.
- Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in planning and individual group plans if necessary.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their Health and Safety.
- The school provides auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops.
- The school ensures that disabled children have their full entitlement to outside visits. This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios. The school will also carry out research or contact places of visit to ensure they are fully inclusive.

- Children requiring specific work to improve their mobility and fine motor skills will have access to additional gross/fine motor skills sessions.
- The SENCO will ensure that disabled children have access to suitable furniture, classroom adaptations, aids and resources (lap-tops, pens, scissors etc).
- In assessing any student, the school may take such advice and require such assessments e.g., Educational Psychologist's report and recommendations as it regards as appropriate.
- The school follows DFE guidelines and procedures to enable all children with disabilities to have equal access to national assessments for example SATs.
- Children/staff have access to outside agencies that will support and advise them on a regular basis.

3.4. Access to Extra-Curricular Activities

- The school will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site and the Health and Safety implications. It will make reasonable adjustment to ensure this e.g. providing alternative equipment. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.
- Individual Risk Assessment will be provided for disabled students engaged in school trips or visits.
- Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness. Generally, all children are encouraged to take part in all aspects of school life.

3.5. Safeguarding and Child Protection

The school recognises that pupils with disabilities are a particularly vulnerable group to abuse. Staff will be made aware of this and pay particularly close attention to these pupils with regards to safeguarding and child protection. Staff members will never assume that a possible sign of abuse is attribute to a pupil's disability.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: Improving Access to the Curriculum				
Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure that the provision for pupils with an ECHP meets the requirements of that ECHP.	School's SENCO to meet with teachers who have pupils with bespoke provision on a regular basis to check whether this provision meets the requirements of their ECHP.	SENCO	Ongoing	Monitoring will show that these pupils are making progress against the targets within their ECHP
The needs of pupils with Cerebral Palsy are fully met to the best of the school's abilities.	Pupils with Cerebral Palsy to receive regular opportunities to practice exercises that develop their core strength. This will be facilitated by class TAs or sports coaches	Class teachers Sports coaches Teaching assistants	Ongoing	This provision will take regularly and be of good quality.
To ensure that there is equal access to home and remote learning.	Teachers to ensure that any home learning or remote learning they provide pupils is accessible to everyone e.g. work does not need to be printed. In circumstances where families are not able to access the internet, paper-	Head teacher Deputy Head SLT Class teachers	Ongoing	Parent view will show that the vast majority of parents feel they are well supported with their remote and

	based learning packs will be provided.			home learning.
For all pupils with hearing or visual impairment to have equal access to the curriculum.	All teachers will be made aware of any pupils with visual or hearing impairment. This information will be passed on during transition. Pupils with hearing or visual impairment will be seated closer to the front of the classroom. Teachers will make reasonable adjustments to materials for pupils who have visual impairments e.g. expanding the size of text, using different colored paper Teachers who have pupils with visual and hearing impairments to receive on going training to support them in meeting the needs of these pupils.	Class teachers SENCO	Ongoing	Lesson observations and pupil voice will show that these pupils feel fully included in lessons.
For all pupils to have accessed to safe and stimulating outdoor play opportunities.	There will be extra support for those pupils who have challenges accessing outdoor play provision. This may involve a 1:1 adult (if part of an ECHP) or the use of a nurture room which will provide more structured play opportunities for pupils (when COVID-19 restrictions allow)	SLT Class teachers	Ongoing	Pupil voice will show that the majority of pupils feel safe and happy for the majority of time at lunchtime.

The learning environment will be designed to avoid unnecessary visual stress to pupils, particularly with ASD or dyslexic tendencies.	Class teachers will ensure that their classroom displays are not too cluttered. Class teachers will ensure that the backing material they use for displays is neutral e.g. hessian or neutral coloured paper. Teachers will use neutral colored backgrounds when using Smart Boards	Class teachers	On-going	Pupil voice will show that the impact of visual stress on pupils who are particularly prone to it is limited.
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Aim: Improving and Maintaining Access to Physical Environment				
Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure provision for members of the school community with a disability within the fire evacuation plan.	Check that any adjustments in the fire evacuation procedures are included in the Fire Evacuation Policy	Deputy Head	On-going	All members of the school will be confident in following the procedures during an evacuation.
Ensure safe access to the	Possibly provide a wider gate / entrance and widen	Site manager	2021	All members of the school

school through the entrance gate at the front of the school.	the path way leading up to the front of the school.			community will be able to access the school easily.
Ensure that there is access to wider spaces for all members of the school community.	Install and maintain an all-weather running track that is safe to use by all members of the school community. Ensure that all classes have regular access to this facility.	Site manager	2020	All pupils will have regular access to this facility.
Ensure that the access needs of all members of the school community including those with disabilities continue to be met.	Through regular health and safety inspections of the school site, ensure that nothing is preventing wheelchair access throughout the school	Site manager Health and Safety Governor	Ongoing	All members of the school community feel they are welcome and have access to appropriate areas of the school.

Aim: Improve the delivery of information to all pupils				
Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
All written material to be	On request, the school will either provide written	Office	Ongoing.	Parent voice will show that vast

accessible to all members of the school material.	materials in different formats e.g. enlarged or provide an alternative to this written information,	manager		majority of members of the school community consider the school effective at communicating.
All documentation on the school website is equally accessible to all parents and carers.	Check that the language that information on the website is written in is accessible to all members of the community e.g. avoid terms / acronyms that are not widely used outside the field of education. Ensure that there is an option to translate information on the website into a different language. Make parents aware that they are welcome to contact the school should they not understand or access information on the school's website.	Office manager SLT Class teachers	On-going	Parent voice will show that vast majority of members of the school community consider the school effective at communicating.

4. Monitoring arrangements

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

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				