



Amendments made since last review Spring 2022 – Date changed from 3 years to Sept 2023 as new building due to open / SENCo a - mended to SENDCo Autumn 2023 – Plan extended to Spring 2025 when new school building will be complete Spring 2025 – Two storey building added / lift available to the second floor	
Policy agreed / reviewed 30.1.25	Next review due Spring 2026
Signed on behalf of the Governing Body	Signed by headteacher

Accessibility Plan

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 aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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/implement the plan.

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

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.

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 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.

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 via a regular audit of the three sections of the plan
- External partners.

Current Accessibility Arrangements:

Admissions

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate plans by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
 - (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
 - (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
 - (d) Specific additional funding from LA, if required
 - (e) Agreement about the stages for which entry is being offered. In particular, transition from Nursery to primary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
 - (f) Acceptance by the parents'/guardians that some educational opportunities, which take place off-site may not be available.
- The above conditions will also apply, if a disability develops during the course of a child's education at Longton Lane Primary School.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	Two storey building, all classrooms on the lower floor have flat exits into the internal part of the building. A lift is available to the second floor There is the provision of a disabled toilet on both floors / Disabled parking bays are available on site Corridors are wide enough for wheel chairs to be used. Access inside school is all via flat surfaces with no steps inside the building
Hall	Servery is clear and suitable for wheel chair users.
Playground	Available for all pupils, access as above
Field Area	Available for all pupils, access as above
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil as appropriate.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream Primary School we cannot replicate the range of support and resources that a local authority can provide. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. An Individual Education Plan (IEP) /Education and Health Care Plan (EHCP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy - Input from specialist (external) teachers, Technological enhancements - induction loops, ICT and adaptation of teaching materials. The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENDCo teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Longton Lane Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included Outdoor Education / Sports / Music / Clubs and activities / Excursions and trips. Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Care Plan. The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the LA.

The plan:

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Management of the Plan

The Governors will be responsible for the strategic direction of the School's Accessibility Plan. The Governors will be responsible for regularly auditing the plan and for obtaining and allocating the funds needed to implement the priorities in the plan.

The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Improve and maintain access to the physical environment			
TARGET	STRATEGIES	OUTCOME	TIME FRAME
Develop school grounds to enhance sensory learning for all children	Planting areas to enhance smell, touch and taste (herbs etc). Phase 2 of the New build OPAL ethos implemented across school	Children able to use grounds to develop sensory experiences	Ongoing

Action Plan 2: Improving access to the curriculum for pupils with a disability			
TARGET	STRATEGIES	OUTCOME	TIME SCALE
Continue to provide training for teachers / TA's on differentiating the curriculum for disabled students and identification of specific needs.	Continue audit of staff training requirements Continue audit of current pupil needs Liaise with outside agencies, as required, for	All teachers/ TAs can, more fully, meet the requirements of disabled children's needs with regards to accessing the	Audit Autumn Term - annually Programme of training in throughout the year as relevant

	training.	curriculum.	
Continue to enhance quiet time space for pupils who need this support.	New build – implement a well being space that can be used as part of the school nurture provision	Children will have a safe environment to use when the need arises	Ongoing each year
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review out-of-school provision with the limited space that the new build will allow	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Summer Term 2025 and annually thereafter
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils for each lesson	Ongoing

Action Plan 3: Improving the delivery of written information to pupils with a disability			
TARGET	STRATEGIES	OUTCOME	TIME SCALE
Written material for pupils available in alternative formats including dyslexia input	SENCo to audit pupils needs and ensure staff have relevant resources i.e. coloured paper, reading strips etc.	Able to provide written information in different formats as and when required for individual purposes.	Audit each Autumn term and then ongoing.
Make available school prospectus, newsletters and other information for parents in alternative formats if requested.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text)	All school information available for all.	Ongoing
Signs clear and helpful to all users	Review and audit signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Review each Summer term and ongoing
Emergency exit procedures	Review existing provision annually with current pupil cohorts.	Procedures in place and conforming to current H&S policies and procedures	Review annually each Spring term