



Longsands CP School

Accessibility Policy & Plan

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as required under Schedule 10 of the Equality Act 2010. The purpose of this plan is to increase the extent to which disabled pupils can participate in the curriculum and to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

The key duties placed on schools are: -

- ❖ Not to treat disabled students less favourably for a reason related to their disability
- ❖ To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- ❖ Plan to increase access for disabled students
- ❖ To improve the availability of accessible information to disabled pupils

Longsands CP School is 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.

Definition of Disability

The Equality Act 2010 states that a disability is defined as when a person 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.

A disability can arise from a range of impairments which can include sensory impairments, such as those affecting sight or hearing, learning disabilities, behaviour problems and some medical conditions including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, cancer and any other ongoing condition such as colitis. This list is not exhaustive and further guidance must be sought from the Equality Act 2010 to determine whether a person meets the definition of disability.

Key Objectives

To create an environment which enables children with a disability to participate fully in the school community. To identify and eliminate barriers that could prevent this from happening. Through its Accessibility Plan, Longsands CP School and its Governors aim to;

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils, which is provided to students who are not disabled. This should take into account the views expressed by students or parents about their preferred means of communication.
- Ongoing awareness training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- Publish an Accessibility Plan (see below).

The Accessibility Plan

Longsands CP School and its Governors are committed to providing a fully accessible environment. The Accessibility Plan will be updated annually. The Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This will include reasonable adjustments to the physical environment and physical aids to access education in the classroom.
- Improve and make reasonable adjustments to the delivery of **written information** to students, staff, parents and visitors to the school. Examples might include hand-outs, information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
- Increase **access to the curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum. Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work. This covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural

activities or school visits. It also covers the provision of specialist aid and equipment, which may assist these pupils in accessing the curriculum.

Pupils with a statement of special educational needs, or an Education Health and Care Plan, have a personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Resources are updated with the needs of the pupils in mind. Health Care Plans are in place for specific children with disabilities. The School will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

Longsands CP School is committed to developing a culture of inclusion, support and awareness. Wherever possible, teaching staff will adapt their curriculum, lesson plans and resources to allow all pupils to reach their full potential and receive the support they need.

Longsands CP School's site is on one ground floor level and there is easy access to the extensive outdoor grounds. We have an accessible toilet with additional space, grab rails, safety pull and lower sink for wheelchair access. Entrances/doorways and corridors are wide enough for wheelchairs.

See below for our Accessibility Plan/ Provision 2025-2027

Improve access to the Physical Environment

To meet individual, specific needs, provisions will be adapted when a pupil's needs are known. The design of the building has ensured that the school is fully accessible. We will consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investing in building works in the future. The environment is adapted to the needs of the pupils as required and this includes, ramps, wide corridors and disabled facilities. Disabled parking bays are available to parents/visitors and staff.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The physical environment of the school remains attractive and engaging for all	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.	Ongoing	Headteacher Site Supervisor SENDCo SLT	School is aware of accessibility barriers to its physical environment and will address them as appropriate, ensuring school is accessible to all pupils, staff and visitors.
Safe exterior access	Review pedestrian access to the KS1 playground and main entrance to increase safety on entry Ensure classrooms have unobstructed access to allow for wheelchair	Building & grounds development 2025-26	Headteacher Site Supervisor Class teachers	All visitors are able to access the school via the designated paths and improved gateway to KS1 playground Movement around classrooms is not restricted for wheelchair users
Improve signage to indicate safe access routes around school	Review signage to ensure pathways for drop off/ collection and main entrance are clear and follow accessible routes	Building & grounds development 2025-26	Headteacher Site Supervisor	All visitors to the school are directed to accessible and safe pathways to enter school grounds and main entrance Disabled badge holders are signposted to staff car park

The school is aware of the access needs of disabled pupils, staff, governors, parents/ carers and visitors	To create access plans for individual disabled pupils as part of the IEP/EHCP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	Ongoing	Headteacher SENDCo Site Supervisor	IEP/EHCPs in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Minimise potential challenges for pupils with hearing impairment/ sound sensitivity	Install acoustic panels to improve acoustics in school hall, reducing echo	By September 2028	Heateacher Site Supervisor	Reduction in dysregulation for sound sensitive pupils, particularly during lunchtimes. Acoustics are improved for pupils/ staff and visitors with hearing impairment
<u>Improve and Make Reasonable Adjustments to the Delivery of Written Information and Communication</u> We currently share information with parents/carers in various ways including letters, newsletters, school website, Seesaw, Text to Parents, Facebook, and face to face				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information. Wide range of information and resources on G drive at school. Advice from the Inclusion team as needed.	Ongoing	SENDCo	Staff produce appropriate, supportive resources for pupils following advice from external professionals. Good communication between staff and parents/ carers

Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms. Be aware of the needs of parents and carers. New clear website of information. Information sent via dojo in both colour and black and white format. ICT support given for Seesaw as needed. Paper copies of letters given as needed. Translations provided as needed. Make staff aware of the tools available to support translation of written materials	Ongoing	Headteacher SENDCo Class teachers	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information. Pupils and/or parents feel welcomed, supported and included. Improved pupil attainment outcomes for EAL.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment. Coloured overlays as required. Good communication between SENDCO, parents and class teacher to ensure needs are known and met. Support, advice and assessments from VI Inclusion Team as needed and support sought	Ongoing as needed	SENDCo Class teachers	Excellent communication. Ongoing appropriate use of resources. Advice from external professionals. Children with visual impairments can access all written materials.

	in relation to appropriate resourcing			
<u>Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum.</u> Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work. This covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aid and equipment, which may assist these pupils in accessing the curriculum.				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum to accommodate needs	Be aware of staff training needs on curriculum access including CPD for dyslexia friendly classrooms, Autistic Spectrum Condition (ASC) friendly classrooms and differentiation. Adaptive teaching arrangements are made as needed. Coloured paper, coloured overlays. Sound systems. Writing slopes. Wobble cushions/boards, pencil grips, brain gym, strengthening finger putty etc all in use as needed.	2024-25	SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation. Improved attainment outcomes for all groups of pupils. Adaptations policy is in place
Educational trips, visits and extra curricular clubs are accessible to all pupils	Thorough risk assessments using Evolve are completed and checked by EVC. Staff make reasonable adjustments at clubs and	Ongoing	Headteacher EVC SENDCo Class teachers	All pupils are able to take part in trips, visits and extra curricular activities.

	visits to ensure accessibility for all.			
Learning Environments to support specific needs	SENDCo to review learning environments to ensure inclusivity with particular focus on ASC/ ADHD/ Communication friendly environments	Ongoing	SENDCo Class teachers	Learning environments support access to the curriculum
Promoting Independent Learning	Organisation of resources to ensure accessibility in classrooms including labelling and signage	Ongoing	SENDCo Class teachers	Teaching aids are accessible and learning experiences of pupils enhanced through appropriate resources and visual aids.
Resource/ Curriculum adaptations	Nurture group, flexible timetabling, sensory circuits, individual programmes for speech & Language therapy, access arrangements for assessment and national tests	Reviewed annually	SENDCo	Adaptations Policy supports staff in making adjustments to meet needs of pupils under 4 areas of SEND Code of Practice
Provision Maps/ IEPs	Provision maps are updated alongside adaptations policy in 4 areas of SEND Code of Practice and this is reflected in Individual Education Plans	Ongoing Reviewed termly	SENDCo Class teachers	Provision is carefully planned to meet needs of all pupils and address barriers to or gaps in learning
Scaffolding learning	SLT to monitor quality of scaffolding and provision for SEND pupils	Reviewed termly	SENDCo SLT	Provision is carefully planned to meet needs of all pupils and address barriers to or gaps in learning

Interventions	HT and SENDCo to monitor and review interventions and their impact on pupil progress	Reviewed termly	Headteacher SENDCo Assessment Lead	Provision is carefully planned to meet needs of all pupils and address barriers to or gaps in learning
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