

LONG MEADOW SCHOOL

ACCESSIBILITY PLAN



Date of last review:	January 2025
Date of next review:	January 2028
Type of policy:	Statutory
Frequency of review:	3 years
Governor committee:	Governing Body

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

The school vision is: **PROUD OF OUR SCHOOL**

Our School Values

I am **HAPPY**

I am **CONFIDENT**

I am **RESILIENT**

I am **VALUED**

I am **#PROUD**

We are a caring and nurturing school who support our children in aiming to be the best they can be and ensuring our children are:

- #Proud of knowing how to learn
- #Proud of becoming highly motivated lifelong learners
- #Proud of meeting the challenges of the modern world
- #Proud of believing in themselves and having respect for others and the environment
- #Proud of being able to work independently and collaboratively
- #Proud of achieving high standards in all areas of the curriculum from their individual starting point
- #Proud of seeking to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality through:

- A positive ethos of support, challenge and encouragement
- A relevant, forward thinking, broad and balanced curriculum
- Thinking, talking and doing
- A stimulating and interactive, learning environment
- High quality first teaching which is innovative and based on research
- An enriching programme of extra-curricular activities and visits
- Positive learning partnerships between school, home and the community
- Experiences of outdoor learning, physical activity and sport

The vision and aims drive the work of the school. The accessibility plan will support learners with disabilities to achieve their full potential.

The school has a duty to promote equality for disabled pupils, staff, parents, carers and others who use the school or may want to do so. The accessibility plan will have due regard to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The accessibility plan will show how the school will meet its duty to promote disability equality and the responsibilities of all members of staff, governors and pupils. 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, the complaints 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 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Any child that is new to the school has their needs assessed</p> <p>Expert advice is sought to assist staff in knowing how to support children appropriately</p>	<p>Review needs of each cohort as they start school and for pupils new to the school</p> <p>Appropriate agencies are used for advice regularly</p>	<p>Inclusion Manager/SENCO Class Teachers</p> <p>Inclusion Manager/SENCO</p>	<p>Within 1 month of a child starting the school</p> <p>As necessary and when needed</p>	<p>All children access all curriculum areas</p> <p>Lesson plans, support in class and interventions reflect the most recent advice on how to support individual's needs</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height 	<p>Cloakrooms need to be kept as clear as possible</p> <p>Accessible toilet is kept clear and not used for 'storage'</p>	<p>Shelves to be used for spare kit, spare jumpers etc so that floor is kept clear</p> <p>Ensure there is good access to the facilities</p>	<p>All staff</p> <p>Site Manager Head Teacher</p>	<p>Start of each term</p> <p>At all times</p>	<p>Cloakroom areas have free access</p> <p>Accessible toilet can be accessed when required</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Braille ● Induction loops ● Pictorial or symbolic representations 	<p>Ensure that visual timetable is used in older classes if required</p> <p>Children with dyslexia (or suspected dyslexia) complete a screening by our Inclusion LSA using Dyslexia Gold</p>	<p>Visual timetables are used in any classroom that has a child with these needs</p> <p>Assess children as and when necessary</p> <p>Reports and strategies shared with class teachers</p>	<p>Class teachers</p> <p>Inclusion LSA SENCO</p>	<p>At the start of each term</p> <p>As necessary and when needed</p>	<p>Visual timetable is used to support child in class</p> <p>Screening is used to better identify children's needs</p>

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body. 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