



Accessibility Plan

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

CARE through respect, support and
togetherness

GROW through choice, opportunity and
imagination

SHINE through challenge, achievement
and celebration

1. Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas:

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN information report.
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010



Our setting

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- Our staff recognise their duty under the Equality Act

Increasing Access for disabled pupils to the school curriculum

- *This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Improving access to the physical environment of the school

- *This includes improvements to the physical environment of the school and physical aids to access education.*

Improving the delivery of written information to disabled pupils

- *This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

Financial Planning and control

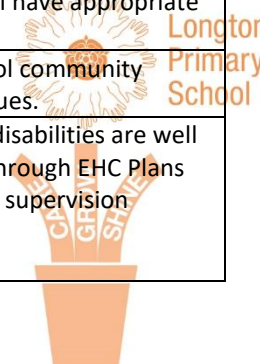
The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.



1. Area One

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Increasing the extent to which disabled pupils can participate in the School curriculum				
1a) Ensure SEND needs are identified as early as possible with new starters, liaising with feeder nurseries and schools as necessary.	SENCO and EYFS	N/A	Ongoing	SEND needs for new starters and Reception pupils are identified as early as possible using transition documents, baseline assessment and liaison with feeder schools/nurseries.
1b) Training for teachers on differentiating the curriculum – specific to the needs of any disabled pupils – ensuring staff are aware of the different aspects to disabilities.	SLT/SENCO	CPD budget Training also delivered by SLT and SENCO	Ongoing	Teachers are more able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.
1c) All out of school activities planned to ensure participation of all pupils.	SLT/SENCO	CPD budget Training also delivered by SLT and SENCO	Ongoing all year	All out of school activities conducted in an inclusive environment ensuring compliance with legislation.
1d) Classrooms are organised to promote participation and independence of all pupils. 1e) Ensure glare is minimised from all windows.	SLT/SENCO/T/AT's	Premises budget CPD budget Training also delivered by SLT and SENCO	Ongoing all year	Lessons start without the need to make adjustments to accommodate needs of individual pupils. All windows that have glare due to bright sunshine will have appropriate covering.
1f) Training for awareness raising of disability issues.	SLT/SENCO	CPD budget Training also delivered by SLT and SENCO	Ongoing	Whole school community aware of issues.
1g) Ensure supervision for pupils with disability is suitable and EHC Plans are drawn up to highlight provision requirement	SENCO/SLT	Training also delivered by SLT and SENCO SEND budget	Ongoing and July EHCP Review	Pupils with disabilities are well supported through EHC Plans and suitable supervision.

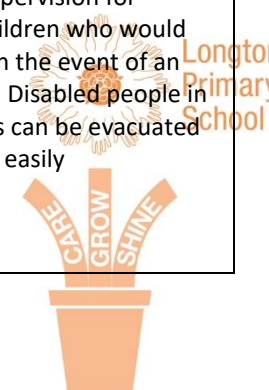


1h) Work closely with parents to support pupils with SEND	SENCO and SLT	Cost of workshops	On-going	Parents of pupils with SEND are able to support their children through additional work shared by the school
1i) Liaise with external agencies to support pupils with ongoing SEN and health needs, e.g. severe medical conditions, epilepsy, mobility, allergies, as well as ASD etc.	SENCO and SLT	Services Budget – e.g. Ed Psych Service, behaviour consultant OT, Physio, Specialist teachers, school nurse	On-going	External agencies support with specific health and mobility needs to enable pupils to access the curriculum.
1j) Ensure pupils can access the full curriculum and review their attainment at regular intervals	SENCO and SLT	Curriculum budget	Ongoing	Pupils with SEND feel involved and included and are making good progress from their starting point.
1k) To ensure Governors are involved with evaluating provision with the SENCO	Governors/SENCO	N/A	Ongoing	Governors take part in visits to the school to support with the evaluation of the provision
1L) Provide hearing loops in classrooms to support pupils with a hearing impairment Take advice on appropriate equipment if this becomes necessary	SENCO	Hearing loops Microphones PSPs Oticon Edumic	Ongoing	All children have access to the curriculum
1M) Ensure trip venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Class teacher /EVC	EVC training Risk assessment training	6 weeks before each trip is booked	All pupils are able to access all school trips and take part in a range of activities



1. Area Two

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services				
2a) Ensure that parents of pupils requiring access via the disabled parking zone are allowed access daily.	NC/LM	N/A	On-going	Disabled car parking available close to school entrance left vacant for disability usage
2b) Ensure access arrangements throughout the school are clear and fit for purpose to support mobility for all.	NC/LM	N/A	On-going	Ramp to front door of all sides of the buildings allows mobility access. Disabled toilet allows access for users. Flat/ramp entrance at children's door. Wide doors throughout the school are used for wheelchair access if necessary Clear routes through school for access
2c) Ensure the school has provision for pupils with disabilities – this includes physical, sensory and mental health related disabilities.	NC/LM	Premises Budget	Summer	Check facilities particularly those to support learners and staff with mobility needs, visual impairment and hearing impairment.
2D) Ensure that all disabled people can be safely evacuated. Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information. If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps	SEND/CO/NC/LM		Personal emergency evacuation plan updated every July for children already at the school Personal emergency evacuation plan completed September for new starters	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily



1. Area Three

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Improving the availability of accessible information to disabled pupils.				
3a) Make available school brochure, newsletter and other written information for parents in alternative formats if necessary. Ensure the resources are adapted if there is a need for pupils.	NC/LM	N/A	On-going	All school information available for all. Font size, symbols, page layout etc. will be altered as necessary.
3b) PSHE Curriculum enhanced to identify opportunities to teach about disability and inclusion	SENCO	Curriculum Budget	On-going	Pupils have taken part in learning opportunities whereby they can learn about disability and how to support others and not discriminate.
3c) Ensure pupils who have autism and ASD have access to the curriculum	SENCO	SEND Budget	On-going	Pupils who have autism and ASD are able to access language through some form

