



Accessibility Plan

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V1.0

Longthorpe Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. Its purpose 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

2. Definitions

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. Ethos and Objectives

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 Longthorpe Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

4. Role of Staff

- a) The headteacher's role is to ensure the policy is not breached and to facilitate training for all staff. Designated staff may need particular training in relation to the specific needs of children. The Head will monitor implementation of the policy and feed back to governors.
- b) Teachers and support staff should take specific action to enable the effective participation of disabled pupils by:
 - planning appropriate amounts of time to allow for the satisfactory completion of tasks.
 - planning and providing curricular opportunities for the development of practical skills in practical
 - identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.
 - make reasonable adjustments where appropriate to provide challenging, differentiated and relevant work for all children. To make a reasonable adjustment is to take reasonable steps to ensure that

disabled pupils are not placed at a substantial disadvantage to other pupils who are not disabled. Adjustments will have to be considered in the light of individual's needs.

- seeking support from other professionals, e.g. Sensory Impaired Team, Occupational therapists, Physiotherapists
- raising awareness of physical barriers to SLT
- taking reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage to other pupils who are not disabled.

5. School Audit

The school is a single storey structure that lends itself to easy access for disabled people and has already completed a number of building and maintenance projects designed to ease or improve access through the school. These include:-

- Disabled shower facility attached to the school.
- Ramps and handrails to the hall doors.
- Wide entrance doors and wide corridors.
- Provision of a disabled parking bay facility.
- A disabled toilet for pupils, staff and visitors.
- Hydraulic changing table/ New changing mats
- A phone for emergency calls in the medical room.
- A fridge for medication in the medical room
- Hearing loop and system in hall for aid wearers to access performances

The school has, as part of its on-going day to day maintenance, implemented a check to ensure regulatory compliance is also completed whenever any repair or replacement work as well as ensuring accessibility is considered during the planning stage.

6. Links with Other policies

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

- Health and Safety policy
- Public sector equality Duty Statement
- SEND Information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions

7. 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 local governing body.

8. The Accessibility Plan

| DELIVERY OF INFORMATION | Objectives | Actions To Be Taken | Person Responsible | Date To Complete Actions By | Success Criteria |
|-------------------------|--|---|------------------------|--|--|
| Signage | ensure visual signing is clear to all pupils with disabilities | Add signage in Braille to key areas | Caretaker All Staff | July 2024 | Disabled pupils can clearly see signs and are informed |
| Written information | Making written information accessible to those that: <ul style="list-style-type: none"> • struggle with standard size texts • require simplified texts | Identify and assess these specific pupils during admission so that staff can provide appropriate resources, including; <ul style="list-style-type: none"> • Enhanced worksheets & Scripts • Large text reading books or Braille • Simplified learning texts | All Staff | Beginning each academic year or when a new pupil with SEND enters school | Disabled pupils, parents and staff have full access to information in a variety of forms |
| Digital information | Make use of digital/visual technologies to enhance accessibility to curriculum and information | An assessment to be made of the impact of using a digital technology with a class where a disabled pupil is working. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. Train staff to use technology properly and safely. | All Staff | Beginning each academic year or when a new pupil with SEND enters school | Disabled pupils, parents and staff have full access to information in a variety of forms |
| Induction/Reviews | Induct the pupil into school to determine if any reasonable adjustments are required. Review previous arrangements | Use information gained to make necessary adjustments, inform staff and put in place programs of assessment to review and monitor the individuals progress | SENDCO Teacher | Upon admission/start of disability Annual Reviews | Staff are fully aware of the needs of all pupils with disabilities and are able to plan for and meet these needs |

| CURRICULUM ACCESS | Objectives | Actions To Be Taken | Person Responsible | Date To Complete Actions By | Success Criteria |
|----------------------------|--|--|----------------------------|---|--|
| Attitudes | Promote positive attitudes towards disabled pupils and adults. | <p>Ensure representation of disabled characters in books and resources in schemes of work.</p> <p>Ensure images of disabled people are displayed around school.</p> <p>Ensure representation of disabled pupils in after school clubs.</p> <p>Review number of playtime / lunchtime incidents that are disability related</p> | All staff SENDCO | Ongoing | Disabled pupils and staff are happy at school and do not feel left out. |
| Curriculum Accessibility | Improve curriculum accessibility and accessibility of extracurricular activities | <p>Ensure effective auxiliary aids and services are in place for disabled pupils and staff.</p> <p>Ensure school grounds and play equipment is as accessible as possible to all pupils at playtimes.</p> <p>Ensure Social Inclusion Groups are helping pupils integrate.</p> <p>Make reasonable adjustments to ensure pupils with disabilities can go on trips, day visits and residential visits.</p> | DHT SENDCO All Staff | Each Academic Year | Disabled pupils have full access to full curriculum and extra curriculum activities |
| Staff Training & Abilities | <p>Increase the competence and confidence of all staff to meet the needs of disabled pupils.</p> <p>Empower staff to deal with pupils appropriately.</p> | <p>Ensure all staff have knowledge of the needs of all pupils within their class/care.</p> <p>Ensure staff working with disabled pupils are fully trained on their needs and have a positive impact on them.</p> <p>Continue to develop links with other agencies to extend the expertise of staff and extend the learning experiences of pupils.</p> | DHT SENDCO All Staff | Revise each fiscal year by needs in planning for next academic year | <p>Staff able to effectively manage and fully integrate any pupil with a disability.</p> <p>Staff feel confident in their ability to deal appropriately with every pupil and can identify when a child is not suited to an activity and have an alternative available.</p> |

| THE PHYSICAL ENVIRONMENT | Objectives | Actions To Be Taken | Person Responsible | Date To Complete Actions By | Success Criteria |
|----------------------------|--|--|-----------------------------|-----------------------------|--|
| Building Projects | take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings. | All refurbishment works where practicable will be undertaken to include improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan and provide value for money. | Headteacher | Ongoing and as required | School meeting requirements of disability access |
| Pathways and Access | allow pupils who use wheelchairs and mobility aids to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities. | Install ramp to the mobile to be provided where necessary Carpark bays need remarking including disabled bay – consider relocating this closer to the main entrance | Headteacher Caretaker | July 2024 | Disabled persons can move freely unobstructed |
| Moving around & Evacuation | ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities ensure non-visual guides are used to assist people to use buildings | Handrails need to be painted in bright contrasting colour Fixed planters require a contrast paint strip or tape added for visual ease All steps around the school need a bright band to make it clear Internal and external columns need to be contrasted to surroundings | Headteacher Caretaker | July 2024 | All pupils and staff able to evacuate the building quickly and safely in the event of an emergency |
| Learning Spaces | Where a risk assessment has been undertaken, relating to a pupil with a disability, staff should implement the recommendations within their own teaching environment. | Regularly Assess appropriateness of classroom fittings, fixtures and furniture | Caretaker Class Teachers | Ongoing and as required | Classroom and school layout meets requirements of disability legislation |

| THE PHYSICAL ENVIRONMENT | Objectives | Actions To Be Taken | Person Responsible | Date To Complete Actions By | Success Criteria |
|---------------------------------|--|--|---------------------------|------------------------------------|--|
| Lighting | ensure all areas are well lit | External light needs adding to outside the mobile | Caretaker | July 2024 | Everybody is comfortable. |
| Noise Pollution | ensure steps taken to reduce background noise for hearing impaired pupils | Provide ear defenders where required. | All staff | July 2024 | Hearing impaired and SEND pupils are comfortable |
| Fixtures and fittings | Ensure fixtures and fittings are easily accessible by all and easy to locate | Contrast the hand dryers against the background so they can be easily seen | Caretaker | | |
| Furniture | ensure furniture and equipment is selected, adjusted and located appropriately | Either install a ramp to the school stage or formulate a procedure to allow access to the stage for the physically impaired. | SENDCO Caretaker | July 2024 | Disabled pupils are comfortable in line with their needs |
| Visitors | Ensure the needs of pupils and visitors with physical difficulties and sensory impairments are met where appropriate | Install induction loop at the main hatch | Caretaker | July 2024 | Disabled visitors feel welcome, comfortable and safe in the school environment |