



LONGTHORPE
PRIMARY ACADEMY

United in Diversity, Inspired for Life

Accessibility Policy & Plan

2025-2026



KEYS
ACADEMIES
TRUST

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1. Introduction

- 1.1 The Planning Duty under the Equality Act 2010 schools means that all should have an individual Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
- (a) he or she has a physical or mental impairment (more than a year), and
 - (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.2 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.
- 1.3 The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 1.4 Peterborough Keys Academies Trust (PKAT) schools are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.
- 1.5 Longthorpe Primary School’s 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 possible and practical.

2. Aims and Objectives

- 2.1 Our Aims are to:
- (i) increase access to the curriculum for pupils with a disability.
 - (ii) improve and maintain access to the physical environment and take advantage of education associated services.
 - (iii) improve the delivery of written information to pupils.
- 2.2 The school’s objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:
- (a) SEND Information Report

- (b) Trust SEND Policy
- (c) Local Offer
- (d) Safeguarding Policy
- (e) Health & Safety Policy
- (f) Staff related policies

2.3 This plan will also be used to advise and inform future planning documents and policies.

3. Physical Environment

3.1 The school has:

- (a) A physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
- (b) Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- (c) Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- (d) There are riles where there are steps and slopes to access all aspects of the school grounds.
- (e) The building is all on one level / or there is access to a lift / or other such as downstairs rooming as an accommodation.
- (f) There are two accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
- (g) Accessible toilets have handrails, an emergency pull cord and easy use taps.
- (h) There is a hoist and a changing table available.
- (i) Classrooms have fire exits which can be used for all pupils.
- (j) Classrooms are fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

4. Curriculum

4.1 With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.

4.2 The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the

provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.

- 4.3 Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

5. Information

- 5.1 Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

6. Current Activities

- 6.1 Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- 6.2 Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- 6.3 This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- 6.4 The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- 6.5 School use outside agencies, including Health Professionals and Educational Psychology Services.
- 6.6 The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- 6.7 Schools have systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- 6.8 School staff work together as a team to ensure strategies for improving behaviour and access to learning.

6.9 Access to alternation provision as required.

6.10 The school also works closely with specialist services including:

- (a) STePS (Specialist Teachers and Educational Psychology Services)
- (b) ASD Specialist & Advisory Teacher
- (c) Educational Psychology Service
- (d) Sensory support for children with visual or hearing needs
- (e) Parent Partnership Service
- (f) SALT (Speech and Language Therapy)
- (g) LAC (Looked After Children)
- (h) Family Intervention Worker to support families

7. Health Provision delivered in school

- (a) Additional Speech and Language Therapy input to provide a higher level of service to the school
- (b) School Nurse
- (c) Occupational Therapy
- (d) Physiotherapy
- (e) Community Paediatricians
- (f) Mental Health Support Team
- (g) CAMHs (Child and Adult Mental Health)

7.2 The school's committee, teachers, teaching assistants and meal-time supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- (i) Hearing impairment
- (ii) Physical disability
- (iii) Visual impairment
- (iv) Specific medical conditions including asthma, eczema, diabetes, Maple Syrup Urine Disease
- (v) Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- (vi) Autism
- (vii) Speech, language and communication needs (SALT)

- (viii) Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome Physiotherapy

7.3 Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

8. Review and Implementation

8.1 The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

9. Version History

9.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Jude MACDONALD	06/06/2023
1.1	Policy Reviewed	Lindsey POTTER	17.09.24
1.2	Policy Reviewed	Lindsey POTTER	30.09.24

10. Appendix 1: Plan

10.1 This plan is designed to improve accessibility using three areas of focus:

- (i) Quality of Education (access to the curriculum)
- (ii) Improving access to the physical environment
- (iii) Improving the availability of accessible information for disabled students.

It should be read in conjunction with the Trust Accessibility Plan, Trust Equality Policy and the Trust SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Opportunities for educating parents, pupils, all staff and member of the Longthorpe community regarding SEND needs and disabilities	<ul style="list-style-type: none"> Half termly assemblies by the SENDCo on areas such as Neurodiversity, deaf awareness and dyslexia. Neurodiversity Celebration week (March 2025) with competitions, posters, class learning and posters. This will be repeated in March 2026. Lesson resources/training delivered by SENDCo to promote awareness weeks. 	SENDCo/SLT/SEND Director/Class Teachers	Ongoing
Staff should ensure that a curriculum is planned which takes into account the additional needs of all pupils	<ul style="list-style-type: none"> Curriculum to be monitored by SLT and SENDCo (eg. 'United learning', 'Read, Write Inc.', 'White Rose' etc.) 	SENDCo, Core/Extended SLT and subject leads	New maths curriculum 'White Rose' starting September 2025
The curriculum is adapted to meet the needs of all learners. Training is given on making adaptations, scaffolding and the effective use of support staff	<ul style="list-style-type: none"> Ongoing training and support from SENDCo/SEND Director to ensure teachers can effectively adapt the curriculum. Staff to be trained to support all learners via scaffolding TA use of Edukey and ongoing training for delivery of specific interventions (Eg. Attention Autism) 	SENDCo and SEND Director.	<ul style="list-style-type: none"> Ongoing Scaffolding Training to take place Autumn term 2025. Ongoing
Ensuring a language rich environment is in place for all pupils	<ul style="list-style-type: none"> All staff training on SCLN from SEND director during 2024. Ongoing Staff training regularly from SENDCo/SEND Director. Use of EYFS baselines/SENIT Developmental Journal 	SENDCo and SEND Director.	<ul style="list-style-type: none"> Ongoing training SALT training for staff June 2025. PINS project September

	<ul style="list-style-type: none"> Alternative methods of communication used (eg. pictures/objects of reference) Training for 4 staff members from link Speech and Language Therapist to support minimally verbal pupils. Additional Speech and Language training requested for EYFS/KS1 teachers as part of the PINS project 		2025-March 2026
Induction for new staff.	<ul style="list-style-type: none"> New staff to receive a full induction including Safeguarding and SEND. APDR training for all staff and files shared via Edukey on iPads for all staff. Risk reduction plans shared via My Concern with appropriate staff. 	School business manager, SENDCo, DSL, Other SLT.	Ongoing as new staff are hired
Ensure that pupils with high levels of need are prepared in advance for changes and have a team of familiar adults to support them, with clear transition support	<ul style="list-style-type: none"> Changes to adults/environments be introduced with prior warning and gradually where possible (some changes could take place in the Summer term rather than September if possible) Transition books sent home to all pupils in school to introduce new staff members, classrooms and spaces. These can be personalised for individual pupils as needed. 	SENDCo/SLT/Class teachers/Teaching Assistants	Ongoing
Access to alternative learning environments/ an alternative curriculum within school and use of Alternative Provision	<ul style="list-style-type: none"> Staff will meet with parents to discuss and agree access for pupils requiring alternative classroom environments in school (The 'Pod' and 'Seedlings' rooms) Part-time timetables used to support pupils suffering with anxiety to access school. Potential use of Alternative Provision where children cannot access learning in school. Needs shown through EHCPs and APDRs with linked provision 	SENDCo/SLT/Class teachers/Staff in the 'Pod' and 'Seedlings' rooms.	Ongoing

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Access to all learning environments for pupils/staff/visitors with physical disabilities	<ul style="list-style-type: none"> All classrooms are on one level to allow for access. Classrooms and other spaces allow sufficient space to allow wheelchair users access. This is monitored regularly. 	SENDCo/Health and Safety Lead/Site manager	<ul style="list-style-type: none"> Ongoing monitoring. Look into additional ramps for all classrooms

	<ul style="list-style-type: none"> Ramps are used for entrance/exit in classes/rooms where pupils may need to access. Look into additional ramps for all classrooms which lead to the main Key Stage 2 Playground. 		which lead to the KS2 playground.
Safe and clear access at all classroom entry and exit points throughout the school	<ul style="list-style-type: none"> Ensure all emergency exits remain clear and individual PEEPs are up to date. Audible alarm systems in place across school and regular drills are held. 	Health and Safety Officer/Site manager	<ul style="list-style-type: none"> Ongoing
Personal Emergency Evacuation Plan and Moving and Handling/Risk Assessments completed for students with physical disabilities	<ul style="list-style-type: none"> PEEP reviewed yearly Moving and handling plans reviewed yearly Risk assessments in place for visits, trips and swimming sessions as required. 	SENDCo	Ongoing as needed
Pupils and visitors with disability have access to appropriate toilet and changing facilities	<ul style="list-style-type: none"> Use of a disabled toilet with rails and commode. New changing facilities with height adjustable changing table installed during the school year 2024-2025 New disabled toilet installed in Seedlings room summer 2024. Future building projects will take into account the need for toilets with disabled access. 	Health and Safety Officer/Site manager	Ongoing monitoring
The school and classroom environments will be adapted to support the needs of neurodivergent pupils/staff	<ul style="list-style-type: none"> An audit of the classroom and other school environments will take place in the autumn term 2025. Areas for improvement will be highlighted and addressed before March 2026. 	SENDCo	PINS project September 2025-March 2026
Staff supporting children with physical disabilities receive the appropriate training and refresher training (eg. moving and handling, epilepsy training).	<ul style="list-style-type: none"> Moving and handling training for SENDCo all adults working with children with physical disabilities kept up to date Additional training from physiotherapists and occupational therapists as appropriate All staff in school trained regularly in supporting pupils with Epilepsy, Asthma and Anaphylaxis Members of staff in school trained in paediatric first aid. 	SENDCo/ Health and Safety Officer	Ongoing

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
Delivery of information to pupils with hearing impairments.	<ul style="list-style-type: none"> • Ensure that pupils who are deaf have access to a radioaid to enable them to hear teacher input. This should be worn at all times, including during assemblies. • Training for all adults working with deaf pupils – completed during training sessions and individual visits from the teacher of the deaf. • Additional training for all school staff on supporting deaf pupils via the teacher of the deaf – to be organised Autumn 2025 	SENDCo	<ul style="list-style-type: none"> • Ongoing • Training for all staff to be delivered Autumn 2025.
Making written information accessible to those who struggle with standard size texts or require simplified texts	<ul style="list-style-type: none"> • Identify and assess these specific pupils during admission so that staff can provide appropriate resources, including larger text, braille or technology to support. 	SENDCo/Early Years Lead/Teachers.	Ongoing
Ensure good communication systems to support all families with disabilities/EAL	<ul style="list-style-type: none"> • Use of Seesaw, emailing and video calls to communicate with families with disabilities and EAL. • Use of interpreters (eg. for specific languages or BSL) as required. 	SENDCo/All staff	Ongoing