

# Longmoor Primary School Accessibility Plan 2024-2026



Adopted by Governors:

<i>Chair of Governors</i> <i>Signature: Jane Wright</i>	<i>Date: 13.11.2024</i>
<i>Chair of Governors</i> <i>Signature: Jane Wright</i>	<i>Date: 17.11.2022</i>

The SEN and Disability Act 2001 extended The Disability Discrimination Act 1995 (DDA) & Amendments 2005 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from November 2024- November 2026.

### **School's Aims**

- To be a school at the heart of the community which works in partnership with all local families.
- To be a school that encourages creativity, independence, resilience and a thirst for life-long learning.
- To be a school which consistently delivers first class teaching with high expectations for all children.
- To be a school which nurtures and supports all children and their families.
- To be a school that has positive role-models and encourages the creation of strong, supportive and respectful relationships.

### **Access to Buildings**

The school comprises of three main buildings plus 3 smaller structures and a large outdoor area.

- Nursery block is accessible via two doors, both of which are suitable for wheel chairs. The nursery building has a disabled toilet.
- Main block - has a ramp for wheel chair access. Three classrooms are at a lower level but can be accessed using a wheel chair lift. The main building has a disabled toilet.
- Annex building has a main door suitable for wheel chair access. The annex has a disabled toilet.
- There are three other building on site - the kindness cabin, the nut hut and the nurture cabin. These have access ramps for wheelchair access.
- Playground is accessible for all children and there are no steps.
- Hall is accessible from within the building. Exits out of the hall have two steps and are not at present suitable for wheel chair access but the hall can be accessed using the main door and ramp.

## **Classroom Adaptations**

- 6 classrooms have blackout blinds to support children with visual impairments by reducing glare.
- The school hall has blackout curtains to reduce glare.
- School has a wheel chair lift to access three classrooms on a lower level.
- School has three disabled toilets for pupils and adults.
- Two marked out disabled parking spaces are available for staff and visitors to school in the main carpark.

## **Admissions**

We aim to ask about any disability or health condition in all communications with new pupils and their parents as part of the admissions procedure. Where necessary school will consult with the local authority and outside specialists in order to provide supportive and adequate resources to support each individual need.

Support can be in the form of:

- Specialised technology such as hearing loops or ICT equipment.
- Advice and strategies from specialist teachers.
- Adaptation and amendment of existing teaching materials.
- Specific training to support a pupils need - both medical and physical.

Meetings are arranged with parents for any new pupil with additional or specific needs and individual plans are put into place to provide support within school.

## **Information for parents**

Parents are invited to regular update meetings for children where necessary and plans will be adapted according to changing needs.

## **Curriculum**

We support pupils with both physical, medical and learning needs and ensure they have access to all areas of the curriculum including P.E, extra-curricular clubs, residentials and school trips. When necessary, to ensure inclusion is maintained, school will consult with agencies with specific skills and knowledge for advice and support.

## Longmoor Primary School Accessibility Plan - 2024-2025

Improving access to all areas of the curriculum					
Priority	Lead Staff	Action	Timescale	Resources	Success criteria
Appropriate use of specialised equipment for individual pupils	SENCO	IPads and laptops accessible for children who need support in locating information. Sloping boards to support writing Coloured overlays and coloured page exercise books for pupils with visual or specific learning difficulties Balance cushions and foot rests Pencil grips and shaped pens/pencils Access to interactive boards for pupils with visual impairments Use of noise reducing ear defenders or headphones	Ongoing	Specialist equipment to be purchased as and when appropriate	The needs of learners are met adequately. All children will be accessing the curriculum
Training for staff on increasing access to the curriculum for all pupils	SENCO Class teachers NHS Outside agencies	Specialist training where appropriate Review policies Ongoing support from Visual Impairment team, physiotherapists, OT, moving and handling advisors, incontinence nurse	In place and ongoing	Specific training Dedicated staff release time	Barriers to learning are reduced. Staff are confident in supporting all specific requirements
All school activities and after school clubs are planned to allow for participation for all children	SENCO All staff leading clubs	Risk assessments completed Advice from specialists	Ongoing	Specialist equipment as necessary	Inclusive clubs running in school to ensure SEND pupils and those with medical needs can access and participate.

Improving the physical environments					
Priority	Lead Staff	Action	Timescale	Resources	Success criteria
Provision of wheelchair access to toilets	SD / Site manager	Ensure all access to toilets are kept clear	In place and on going	None	Disabled toilets are accessible for all
Access to school and reception fully compliant	SD / Site manager	Designated disabled parking kept clear for daily use. Wide doors and corridors clear for wheelchair use.	In place	None	School is accessible for all visitors and staff using wheelchairs
Clear support for visually impaired visitors and pupils	SD / Site manager	Blinds and curtains to reduce glare in classrooms and the hall. Yellow paint on steps. Yellow handrail by steps Steps on kindness and nut hut to be highlighted using paint or tape.	In place	None	School has all hazards highlighted and safety for all visual impaired people is improved
Maintain safe access around the exterior of the school	Site manager / grounds maintenance	Ensure all pathways are kept clear of vegetation	Ongoing	Ongoing	People with a disability can move around safely and have access to all areas

Improving communication					
Priority	Lead Staff	Action	Timescale	Resources	Success criteria
Meetings for parents to discuss specific issues and arrangements	SENCO Class teachers	Termly meetings with parents Training and support meetings run for parents	Termly	Release time for staff to have discussions when needed.	Parents fully informed about progress and pupils care / learning
Ensure all documents are accessible for pupils / parents with disabilities	SENCO Class teachers	Advice sought for any child with a physical, visual or hearing impairment or sensory need	Ongoing	Purchase or loan of specialised equipment	Pupils / parents able to access all documentation
Communicating with supply staff or visitors about the needs of pupils.	SENCO HT Class teachers	Ensure supply folders are kept up to date and have all the information about pupils with needs. Communicate with visitors the needs of pupils in advance of their visit to ensure they can fully participate and be included.	Ongoing	Time given to staff to update supply folders.	Supply folders are accessible and contain accurate and up to date information All pupils can access workshops and activities provided by outside providers