



Longmeadow Primary School
Accessibility Plan

Policy Agreed:	November 2023
Review Date:	November 2024

Aims of the Accessibility Plan:

The purpose of the plan is to:

- Ensure that disabled pupils at Longmeadow can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils and staff to access the facilities and services provided
- Ensure safe evacuation of disabled pupils, staff and visitors in the case of an emergency

Schools are required under the Equality Act 2010 to have an Accessibility plan; this plan meets the requirements of this act.

Longmeadow is committed to ensuring that 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.

It reflects and supports Hertfordshire's Accessibility Strategy 2023-2026.

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/hertfordshires-send-accessibility-strategy.pdf>

If you have any concerns relating to accessibility at Longmeadow, this procedure sets out the process for raising these concerns. This plan will be made available online on the school website and paper copies are available upon request from the school office.

Access to premises:					
<u>Currently in place</u>	<u>Next steps</u>	<u>Success criteria</u>	<u>Those Responsible</u>	<u>Date to complete</u>	<u>Complete actions</u>
Easy physical access to all areas of the school.					
All classrooms are fully accessible. There are ramps and a lift to allow access where the school splits level between KS1 and KS2. Pathways of travel around the school site and parking arrangements are safe with routes logical and are well-signed.	Maintain good access to the school via pathways and car park. Investigate support needed for pupils requiring access to the lift to move around school.	School is fully accessible to all learners.	HT CoG SENCo Premises Team	Ongoing	
	The lift currently needs a minor repair (oil fill).	Working, reliable equipment	Premises Team	November 2023	
	Classrooms and hall have small steps down to the outside areas, to organise rubber ramps and to address when next	No step to access external areas	HT CoG Premises Team	By end of Spring 2024	

	works completed to install concrete ramps.				
	Fire exit from old Year 5 corridor exits to stepped and heavily sloped area.	Area of school currently not in use but to plan to install ramps to enable access in an emergency.	HT CoG Premises Team	By end of Summer 2024	
Access to disabled facilities.					
Disabled toilet access is in place (1 in each key stage).	Review facilities with relevant stakeholders.	Disabled facilities are fully accessible and well equipped.	HT CoG SENCo Premises Team	Ongoing	
	Ensure clear signage to disabled toilet is installed	Clear direction to the disabled toilets	HT Premises Team Office Manager	By end of December 2023	
Safe and appropriate storage of specialist equipment.					
All specialist equipment required is stored securely within classrooms or in the medical room.	Ensure every classroom has an allocated space for storing equipment.	There is safe storage of specialist equipment, in every class.	HT CoG SENCo Premises Team Medical officer	Ongoing	
Training for use regarding specialist equipment.					
Staff supporting disabled pupils are trained to use specific equipment.	Train any further support staff meeting the needs of disabled pupils requiring specialist equipment.	All staff supporting disabled learners are fully trained.	SENCo Medical officer Office Manager	Ongoing	
Suitability of the physical environment for visually impaired learners.					
Classrooms are well lit to support all pupils.	Incorporate tactile, non-visual guides for the environment to support visually impaired learners.	The environment meets the needs of visually impaired learners.	SENCo	Ongoing	

Signage on entrance to and around school.					
Site is clearly signposted from the road.	Incorporate tactile, non-visual signage for the environment to support visually impaired learners.	The site is clearly signposted from road.	HT Premises Team	Ongoing	
Signage throughout the school is consistent for ease of access.	Review signage with stakeholders.	Clear signage identifying parking and buildings	HT Premises Team	Ongoing	
	Consider installing signage in the car park to clearly point visitors in the direction of the disabled parking and to identify which area of parking is for the school and the family centre.	Clear signage identifying parking and buildings	HT Premises Team Office Manager	By the end of Summer 2024	
School boundaries clearly demarcated.					
Main entry system is clear from main gate. Playground signage directs access appropriately. The school site surrounded by railings, fencing and hedges.	Review boundaries with relevant stakeholders.	All areas of the school site are safely demarcated.	HT Premises Team		
	Consider upgrade to access system as not clear which button to press for entrance to site and no access button to exit.	Clear and easy entry system	HT Premises Team Office Manager	By the end of Summer 2024	
	Car Park lighting in need of urgent repair – currently only one light in seven currently working.	Well-lit car park	HT Premises Team Office Manager	By end of December 2023	
	Car Park lines not easily identifiable – need to be remarked	Clear definition of parking	HT Premises Team Office Manager	By end of Summer 2024	
Emergency and evacuation procedures accessible.					
Emergency school alarm systems	Review emergency and evacuation	Emergency and	HT CoG	Ongoing	

currently comprise of an auditory component with no visual alert. Staff aware of pupils requiring visual alerts as necessary.	procedures, in line with being accessible to pupils with SEND.	evacuation procedures include SEND. PEEP plans for children with specific evacuation needs.	SENCo Premises Team		
	Emergency lighting – action points from last service outstanding	Complete outstanding actions to ensure safe evacuation in darker hours.	HT Premises Team	By end of December 2023	
	A review to be carried out to check sufficient emergency evacuation signage is in place	Sufficient and clear emergency signage in place	HT Premises Team Office Manager	By end of December 2023	
Consideration given to background noise.					
Advice is taken on a yearly basis from the Hearing Impairment Team and staff attend annual updates in order to be best informed as to how to accommodate pupils' needs, such as room acoustics and noisy equipment.	Review with 'Hearing Impairment Team' and stakeholders.	Steps taken to reduce background noise to allow access for pupils with hearing impairment.	HT SENCO Premises Team Relevant class teacher	Annually	
Access to the curriculum:					
<u>Currently in place</u>	Next steps	<u>Success criteria</u>	<u>Those Responsible</u>	<u>Date to complete</u>	<u>Complete actions</u>
All children have access to the curriculum, differentiated according to need.					
There are clear policies for SEND and inclusion. The school offer is clear and details school policy and responsible staff. There are also	Review policies with relevant stakeholders. Ensure staff are trained in specific areas in order to support the needs of the children in	All learners have full and appropriate curriculum access tailored to their needs and abilities.	SENCo	Ongoing	

<p>clear learning and teaching and marking and feedback policies and Pupil Premium policies. Staff seek to mitigate barriers to learning, make reasonable adjustments and recognise stable behaviours. Learning support plans (IDSRs) are used to meet the needs of the individual (SEND).</p>	<p>their cohort. Use pupil voice to develop provision for pupils with SEND. Review and develop the range of resources available to support children with individual needs.</p>	<p>The curriculum is responsive to pupil diversity.</p>			
<p>The learning environment is accessible to all.</p>					
<p>Classrooms use 'Communicate in Print' for signs, timetables and instructions for individuals. Neutral display backgrounds are used where needed. The learning environments are adjusted in order to support the needs of individuals. Behaviours for learning is supported by all staff, through coaching, access to the Rainbow Room and signposting resources. Classroom resources are clearly labelled (pictures and print).</p>	<p>Ensure a fully updated interactive whiteboard is available in every classroom. Continue to review learning environment checklist with stakeholders. Develop the thorough and consistent use of 'Communicate in Print' across the school.</p>	<p>All pupils have access to the learning environment and are supported appropriately.</p>	<p>SENCO</p>	<p>Ongoing</p>	

Pupils requiring specialist equipment, such as those with visual impairments, have their provision regularly reviewed.					
There is equal access to sporting opportunities and the PE curriculum.					
Staff are given advice and support from external agents, such as Occupational Therapy (OT) and specialist sports physiotherapists, on adjustments to be made to ensure equality of opportunity.	Develop the role of the Premier Education sports coaches, in supporting the needs of disabled learners in the PE curriculum.	Learners with physical disabilities have access to a suitable, challenging and motivating PE curriculum.	SENCO	Ongoing	
There is access to music, drama and cultural activities for all.					
All pupils participate in 2 lessons of PE a week; one from their class teacher and one from Premier Education. Sports clubs are offered across Key Stage 1 and Key Stage 2. A choir club is offered to KS2 pupils. Music lessons and drama are part of the curriculum across the school. Children participate in festive singing and EYFS/KS1 perform nativity shows. The children attend a weekly singing assembly.	Continue to review with relevant stakeholders .	Learners have equal access to a broad and culturally rich curriculum.	HT SENCO	Ongoing	
Access to information:					

Information is communicated to parents / carers through a variety of media.					
Information can be accessed through a wide variety of written forms including newsletters, flyers and posters. On screen, through the school website and through Gateway accounts. Sharing of information is done verbally, through discussions and meetings with school staff. School can access translation provision for parent consultations.	Develop further non-written methods of communication. Develop further support of parents with literacy needs.	Parents and carers are fully informed of school, news, policy and practice.	HT SENDCo Office Manager	Ongoing	
Family learning opportunities are available at the school.					
School Family Worker to develop and signpost opportunities to families, such as literacy skills and classes for parents / carers with English as an additional language (EAL).	Obtain further parent voice and develop practice - to enhance communication and access between school and home.	Families with language needs are well supported throughout the school.	HT FSW	Ongoing	