



Longmeadow Primary School
Accessibility Plan

APPROVED BY GOVERNORS	September 2020
TO BE REVIEWED BY	July 2021

Access to the physical environment				
<u>Area</u>	<u>Current arrangements</u>	<u>Next steps</u>	<u>Success criteria</u>	<u>Responsible</u>
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, routes logical and 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 the school.	School is fully accessible to all learners.	HT CoG SENCO Inclusion Team Premises Team
Access to disabled facilities.	Disabled toilet access (1 in each key stage). Emergency alarm red cords left in a suitable way to be easily accessible in line with government building regulations (Doc M).	Consideration of hoist if needed by a pupil in future.	Disabled facilities are fully equipped. Emergency cord follows Doc M regulations.	HT CoG SENCO Inclusion Team Premises Team
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 Inclusion Team Premises Team Medical officer
Training for use regarding specialist equipment.	Staff supporting disabled pupils are trained to use specific equipment (eg through Community Nurse).	Train any further support staff meeting the needs of disabled pupils requiring specialist equipment.	All staff supporting disabled learners are fully trained.	SENCO Inclusion Team Medical officer
Suitability of the physical environment for visually impaired learners.	Classrooms are well-lit to support all pupils. The school was assessed by a Habilitation Specialist and advice implemented in July 2018, due for review in July 2020 [delayed due to COVID-19; review is being booked].	Incorporate tactile, non-visual guides for the environment to support visually impaired learners.	The environment meets the needs of visually impaired learners.	SENCO Inclusion Team
Signage on the entrance to and around the school.	The site is clearly signposted from the road. Signage throughout the school is consistent for ease of	Incorporate tactile, non-visual signage for the environment to support visually impaired learners.	Sites clearly signposted from the road, and around the site.	HT Inclusion Team

	access. It is supported through the use of Communicate in Print.	Review signage with stakeholders.		
School boundaries clearly demarcated.	Main entry system clear from the main gate. Playground signage directs access appropriately. School site surrounded by a railing, fencing and hedges.	Review boundaries with stakeholders.	All areas of the school site are safely demarcated.	HT Premises Team
Emergency and evacuation procedures accessible.	Emergency school alarm systems currently comprise of an auditory component with no visual alert. Staff aware of pupils requiring visual alerts as necessary.	Review emergency and evacuation procedures in line with being accessible to pupils with SEND.	Emergency and evacuation procedures include SEND.	HT CoG SENCO Inclusion Team Premises Team
Consideration is 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 Inclusion Team Premises Team
Access to the curriculum				
All children have access to the curriculum, adapted according to need.	There are clear policies for SEND and inclusion. The school offer is clear and details the school policy and responsible staff. There are also 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 profiles (LSPs) are used to meet the needs of the individual.	Review policies with stakeholders. Ensure staff are trained in specific areas in order to support the needs of the children in their cohort. Use pupil voice to develop provision for pupils with SEND. Review and develop a range of resources available to support children with individual needs.	All learners have full and appropriate curriculum access tailored to their needs and abilities. The curriculum is responsive to pupil diversity.	SENCO Inclusion Team
The learning environment is accessible.	Classrooms use Communicate in Print for signs, timetables and instructions for individuals. Neutral	Ensure a fully updated interactive whiteboard is available in every classroom	All pupils have access to the learning environment and	SENCO Inclusion Team CoG

	<p>display backgrounds are used throughout the school. The learning environment is adjusted in order to support the needs of individuals. Behaviours for learning is supported by the Inclusion Team through coaching, access to the EY/KS1 Sunshine Room and the KS2 Rainbow Room, and signposting resources. Classroom resources are clearly labelled.</p> <p>Pupils requiring specialist equipment, such as those with visual impairments, have their provision regularly reviewed.</p> <p>Nearly every classroom has a fully updated interactive whiteboard.</p>	<p>(programme began in October 2019). Continue to review learning environment checklist with stakeholders. Develop the thorough and consistent use of Communicate in Print across the school.</p>	are supported appropriately.	Computing Lead
There is equal access to sporting opportunities and the PE curriculum.	Staff are given advice and support from external agents, such as Occupational Therapy and specialist sports physiotherapists, on adjustments to be made to ensure equality of opportunity.	Develop the role of the sports coach and sports ambassadors 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 Inclusion Team PE Team
There is access to music, drama and cultural activities for all.	All eligible pupils participate in 2 lessons of PE a week, often using our specialist coach. Sports clubs are offered across Key Stage 1 and Key Stage 2, including football and dance [note that due to COVID-19 restrictions this is currently delayed and under review]. Music features in all assemblies. A choir club is offered to KS2 pupils. Music lessons and drama are part of the curriculum across the school. Children	Continue to review with stakeholders [and in line with COVID-19 restrictions].	Learners have equal access to a broad and culturally rich curriculum.	HT SENCO Inclusion Team Creative Curriculum Leaders

	participate in festive singing and EYFS/KS1 perform nativity shows. Each key stage has a weekly singing assembly [not currently due to COVID-19 restrictions; this will be reinstated as soon as possible].			
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 information is done verbally, through discussions and meetings with school staff. School can access translation provision for parent consultations.	Develop non-written methods of communication. Develop support of parents with literacy needs.	Parents and carers are fully informed of school, news, policy and practice.	HT Inclusion Team Parental Engagement Officer
Family learning opportunities are available at the school.	School Family Worker signposts parents towards opportunities such as literacy skills and classes for parents/carers with English as an additional language, parenting classes and other support mechanisms.	Obtain parent voice and develop to enhance communication and access between school and home.	Families with additional needs are well-supported throughout the school.	Inclusion Team Parental Engagement Officer