



Longmeadow Primary School
Accessibility Plan

APPROVED BY GOVERNORS	September 2021
TO BE REVIEWED BY	September 2024

ACCESS TO THE PHYSICAL ENVIRONMENT				
AREA	CURRENT ARRANGEMENTS	NEXT STEPS	SUCCESS CRITERIA	RESPONSIBLE
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 when required.	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). Door handles are located within reach. Wide corridors ensure ease of using equipment to move around the school.	Consideration of hoist if needed by a pupil in future.	Disabled facilities are fully equipped.	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 (locked if necessary).	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. Training from Stevenage Sporting Futures enables access to PE curriculum.	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 (school visit due in 2020) has been delayed due to the COVID pandemic.	Incorporate tactile, non-visual guides for the environment to support visually impaired learners across KS2.	The environment meets the needs of visually impaired learners.	SENCO Inclusion Team Class teachers
Signage on the entrance to	The site is clearly signposted from the road. Signage	Incorporate tactile, non-visual	Sites clearly signposted from	HT

and around the school.	throughout the school is consistent for ease of access. It is supported through the use of Communicate in Print.	signage for the environment to support visually impaired learners. Review signage with stakeholders.	the road, and around the site.	Inclusion Team
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 SBM SENCo
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. Outside agencies are engaged to support children as required (i.e social emotional and mental health need)	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 were taken to reduce background noise to allow access for pupils with hearing impairment.	HT SENCO Inclusion Team Premises Team

ACCESS TO THE CURRICULUM

AREA	CURRENT ARRANGEMENTS	NEXT STEPS	SUCCESS CRITERIA	RESPONSIBLE
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 the school policy and responsible staff. There are also clear learning and teaching and marking and feedback policies and Pupil Premium policies. Policies are reviewed within timescales and shared with staff. Staff seek to mitigate barriers to learning, make reasonable adjustments and recognise stable behaviours. Learning support plans	Continue to review policies with stakeholders. Use pupil voice to continue to develop provision for pupils with SEND.	All learners have full and appropriate curriculum access tailored to their needs and abilities. The curriculum is responsive to pupil diversity.	SENCO Inclusion Team

	(LSPs) are used to meet the needs of the individual. Training is given for the specific areas of SEND. Provision has developed exponentially under the new leadership and inclusion team.			
The learning environment is accessible.	Classrooms use Communicate in Print for signs, timetables and instructions for individuals. Neutral display backgrounds are used throughout the school. The learning environment is adapted in order to support the needs of individuals. Behaviours for learning is supported by the Inclusion Team through coaching, access to the Longmeadow Lounge / Sunshine Room / Communication station including signposting resources. Classroom resources are clearly labelled using Communicate in Print. Pupils requiring specialist equipment, such as those with visual impairments, have their provision regularly reviewed. Fully adapted interactive whiteboards are available in all classrooms.	Monitor the use of Communicate in Print across the school. Continue to review learning environment checklist with stakeholders.	All pupils have access to the learning environment and are supported appropriately.	SENCO Inclusion Team
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. All pupils participate in 2 lessons of PE a week. Sports clubs are offered across Key Stage 1 and Key Stage 2, including football, netball, cross country and dance.	PE Lead to disseminate specialist knowledge through PDMs.	Learners with physical disabilities have access to a suitable, challenging and motivating PE curriculum.	SENCO Inclusion Team

	B teams have been developed across the school by the PE lead to enable all children who wish to engage in competitive sport can do.			
There is access to music, drama and cultural activities for all.	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 participate in festive singing and EYFS/KS1 perform nativity shows. Each key stage has a weekly singing assembly.	Continue to review with stakeholders.	Learners have equal access to a broad and culturally rich curriculum.	HT SENCO Inclusion Team
ACCESS TO INFORMATION				
AREA	CURRENT ARRANGEMENTS	NEXT STEPS	SUCCESS CRITERIA	RESPONSIBLE
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. Parents' Carers are also communicated with using the school's social media accounts and the Marvellous Me App. School can access translation provision for parent consultations. The school have begun to use videos as a form of communication.	Continue to 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
Family learning opportunities are available at the school.	The appointment of School Family Worker enables development and signposting opportunities such as literacy skills and classes for parents/carers with English as an additional language. The Parental Engagement Officer regularly communicates local free courses for parents (i.e. through DSPL 2).	Continue to obtain parent voice and develop to enhance communication and access between school and home.	Families with are well supported throughout the school. Learning opportunities for families are promoted throughout the school.	Inclusion Team Family Worker Parental Engagement Officer Class teams

	The school hosts parental workshops for parents relevant to their year group.			
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