



**Longmeadow Primary School**  
**Accessibility Plan**

Policy Agreed: January 2018

Review Date: July 2018

## Longmeadow Primary School – Accessibility Plan

### How well does the school deliver the curriculum?

<b>Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?</b>	All teachers and staff given training to work with a diverse range of children with SEN and disabilities, whether this is for those disabilities which occur often throughout the school, or less common specific needs.
<b>Are your classrooms optimally organised for disabled pupils?</b>	Classrooms are organised to take account of the needs of disabled pupils when this arises.
<b>Do lessons provide opportunities for all pupils to achieve?</b>	Lessons are differentiated for the needs of a diverse school community.
<b>Are lessons responsive to pupil diversity?</b>	Yes, lessons take account of pupil need.
<b>Do lessons involve work to be done by individuals, pairs, groups and the whole class?</b>	Yes.
<b>Are all pupils encouraged to take part in music, drama and physical activities?</b>	Yes, all children take part 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. 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.
<b>Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?</b>	Yes, extra time is given to children to ensure they can fully access the curriculum.
<b>Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?</b>	Yes, all lessons are differentiated so no child is left out of lessons. Occupational therapy sessions provide a programme of physical activities where required.
<b>Do you provide access to computer technology appropriate for students with disabilities?</b>	If required.
<b>Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?</b>	Yes all children are able to access off site visits.
<b>Are there high expectations of all pupils?</b>	Yes.
<b>Do staff seek to remove all barriers to learning and participation?</b>	Yes.

**Is the school designed to meet the needs of all pupils?**

<b>Does the size and layout of areas allow access for all pupils? (This includes academic, sporting, play and social facilities.)</b>	Yes.
<b>Can pupils who use wheelchairs move around the school without experiencing barriers to access, e.g. doorways, steps/stairs, toilet facilities?</b>	All classrooms are fully accessible. There are ramps and a lift to allow access where the school splits level between KS1 and KS2.
<b>Are pathways of travel around the school site and parking arrangements safe, routes logical and well-signed?</b>	Yes.
<b>Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?</b>	Alarms have only auditory components, not visual.
<b>Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?</b>	Signage around the school includes written and visual guidance (using Communicate in Print); however there is no tactile or Braille currently used.
<b>Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</b>	No. Steps have been taken to remove over-stimulating elements in the school environment. Signs are simple and clear and school is working towards a consistency in signage for ease of access.
<b>Are areas to which pupils should have access well lit?</b>	Yes.
<b>Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?</b>	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 HI pupils' needs.
<b>Is furniture and equipment selected, adjusted and local appropriately?</b>	Yes, including additional adjustments where needed, e.g. for VI pupils.

### How does the school deliver materials in other formats?

<b>Is information provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</b>	Yes. Consistent signage is used across classrooms (using Communicate in Print symbols) using symbols alongside words. Where pupils have additional needs, their environment is adapted, e.g. bright guiding tape along walkways and hazards marked, e.g. large glass panes. The VI Team works alongside staff to provide adaptations for pupils requiring significant alterations to materials.
<b>Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?</b>	Yes, teaching accommodates the varying learning styles of children.
<b>Do you have the facilities such as ICT to produce written information in different formats?</b>	Yes. There is a variety of ICT available for different written needs.
<b>Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?</b>	Yes.

<u>Targets</u>	<u>Actions</u>	<u>Timeframe</u>
To ensure that all areas of the school are safe and accessible for blind and partially-sighted pupils.	Liaise with Visual Impairment Team to ensure high-quality advice is given for provision. Refresh current arrangements, e.g. high-contrast tape for guiding around the environment. Introduce consistent visual signage and Braille.	Ongoing
To ensure all classroom environments provide the best possible adjustments for pupils with ASC.	Liaise with SSAS Team and SpLD Base outreach in order to provide high-quality provision. Use SENCO Surgery time in order for teachers to work with SENCO (who is Autism Lead) to improve environments.	Consistent improvements by July 2018 (against environment checklist)
To ensure that all children, regardless of needs, have full access to the curriculum.	Provide a significantly differentiated curriculum so that all children can access regardless of physical or SEND need. Planning scrutinies, observations and pupil progress meetings analyse the effectiveness of teaching to engage pupils and allow them to make progress. Update staff training in response to need on a regular basis.	Ongoing

	Disseminate information e.g. IRMP to all relevant staff.	
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