

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

Year 5 corridor exits to stepped and heavily sloped area.		works completed to install concrete ramps. Fire exit from old	Area of	HT	By end of
Disabled toilet access is in place (1 in each key stage). Sefe and appropriate storage of specialist equipment required is stored scurely within classrooms or in the medical room. Training for use regarding specialist equipment.		exits to stepped and heavily sloped	currently not in use but to plan to install ramps to enable access	Premises	
Disabled tollet access is in place (1 in each key stage). In each key stage). Sakeholders. With relevant stakeholders. With relevant stakeholders. Feath equipped. SENCo accessible and well equipped. Feath	ļ		emergency.		
access is in place (1 in each key stage). In e				T=	
in each key stage). Stakeholders. Fully accessible and well equipped. Femises signage to disabled toilet is installed Femises direction to the disabled toilets Femises dealist equipment Classroom has an allocated space for securely within classrooms or in the medical room. Femises disabled pupils are trained to use meeting the needs specific equipment. Femises equipment support staff specific equipment. Femises equipment Femi					Ongoing
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environment to needs of support visually visually		_			
support visually visually	an papils.				
		' '	•		
learners.			-		

Signage on entrance to and around school.					
Site is clearly	Incorporate tactile,	The site is	HT	Ongoing	
signposted from	non-visual signage	clearly	Premises		
the road.	for the	signposted	Team		
	environment to	from road.			
	support visually				
	impaired learners.				
Signage	Review signage	Clear signage	HT	Ongoing	
throughout the	with stakeholders.	identifying	Premises		
school is consistent		parking and	Team		
for ease of access.		buildings	ream		
Tor case or access.	Consider installing	Clear signage	HT	By the	
	signage in the car	identifying	Premises	end of	
	park to clearly	parking and	Team	Summer	
	point visitors in the	buildings	Office	2024	
	direction of the	Dullulligs	Manager	2024	
	disabled parking		ivialiagei		
	and to identify				
	which area of				
	parking is for the school and the				
Cabaalb	family centre.				
	oundaries clearly den		HT		
Main entry system	Review boundaries	All areas of			
is clear from main	with relevant	the school	Premises		
gate. Playground	stakeholders.	site are safely	Team		
signage directs	Caraldan and	demarcated.	LIT	D. H.	
access	Consider upgrade	Clear and	HT	By the	
appropriately.	to access system as	easy entry	Premises	end of	
The school site	not clear which	system	Team	Summer	
surrounded by	button to press for		Office	2024	
railings, fencing	entrance to site		Manager		
and hedges.	and no access				
	button to exit.				
	Car Park lighting in	Well-lit car	HT	By end of	
	need of urgent	park	Premises	December	
	repair – currently		Team	2023	
	only one light in		Office		
	seven currently		Manager		
	working.				
	Car Park lines not	Clear	HT	By end of	
	easily identifiable –	definition of	Premises	Summer	
	need to be	parking	Team	2024	
	remarked		Office		
			Manager		
Emergency and evacuation procedures accessible.					
Emergency school	Review emergency	Emergency	HT	Ongoing	
alarm systems	and evacuation	and	CoG		
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currently comprise of an auditory component with no visual alert. Staff aware of pupils requiring visual alerts as necessary.	emergency lighting - action points from last service outstanding A review to be carried out to check sufficient	evacuation procedures include SEND. PEEP plans for children with specific evacuation needs. Complete outstanding actions to ensure safe evacuation in darker hours. Sufficient and clear emergency	HT Premises Team HT Premises Team HT Premises Team Officers	By end of December 2023 By end of December 2023	
	emergency	signage in	Office		
	evacuation signage is in place	place	Manager		
Conside	ration given to backgr	ound noise.			
Advice is taken on	Review with	Steps taken	HT	Annually	
a yearly basis from	'Hearing	to reduce	SENC0		
the Hearing	Impairment Team'	background	Premises		
Impairment Team	and stakeholders.	noise to allow	Team		
and staff attend		access for	Relevant		
annual updates in		pupils with	class		
order to be best		hearing	teacher		
informed as to		impairment.			
how to					
accommodate					
pupils' needs, such					
as room acoustics					
and noisy					
equipment.					
Arrass t	o the curriculum:				
Currently in place	Next steps	Success	Those	Date to	Complete
		<u>criteria</u>	Responsible	<u>complete</u>	actions
-	ren have access to the			cording to ne	ed.
There are clear	Review policies	All learners	SENCo	Ongoing	
policies for SEND	with relevant	have full and			
and inclusion. The	stakeholders.	appropriate			
school offer is clear	Ensure staff are	curriculum			
and details school	trained in specific	access			
policy and	areas in order to	tailored to			
responsible staff.	support the needs	their needs			
There are also	of the children in	and abilities.			

		T	T	T	
clear learning and	their cohort. Use	The			
teaching and	pupil voice to	curriculum is			
marking and	develop provision	responsive to			
feedback policies	for pupils with	pupil			
and Pupil Premium	SEND.	diversity.			
policies. Staff seek	Review and				
to mitigate barriers	develop the range				
to learning, make	of resources				
reasonable	available to				
adjustments and	support children				
recognise stable	with individual				
behaviours.	needs.				
Learning support					
plans (IDSRs) are					
used to meet the					
needs of the					
individual (SEND).					
· · · · · ·	│ ning environment is a	rcessible to all			
Classrooms use	Ensure a fully	All pupils	SENCO	Ongoing	
'Communicate in	updated	have access	SLIVEO	Origonia	
Print' for signs,	interactive	to the			
timetables and	whiteboard is	learning			
instructions for		environment			
	available in every				
individuals.	classroom.	and are			
Neutral display	Continue to review	supported			
backgrounds are	learning	appropriately.			
used where	environment				
needed.	checklist with				
The learning	stakeholders.				
environments are	Develop the				
adjusted in order	thorough and				
to support the	consistent use of				
needs of	'Communicate in				
individuals.	Print' across the				
Behaviours for	school.				
learning is					
supported by all					
staff, through					
coaching, access to					
the Rainbow Room					
and signposting					
resources.					
Classroom					
resources are					
clearly labelled					
(pictures and					
print).					

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Pupils requiring					
specialist					
equipment, such as					
those with visual					
impairments, have					
their provision					
regularly reviewed.					
There is	equal access to sport	ing opportunitie	s and the PE c	urriculum.	
Staff are given	Develop the role of	Learners with	SENCO	Ongoing	
advice and support	the Premier	physical			
from external	Education sports	disabilities			
agents, such as	coaches, in	have access			
Occupational	supporting the	to a suitable,			
Therapy (OT) and	needs of disabled	challenging			
specialist sports	learners in the PE	and			
physiotherapists,	curriculum.	motivating PE			
on adjustments to		curriculum.			
be made to ensure					
equality of					
opportunity.					
	access to music, dram	a and cultural a	ctivities for all		
All pupils	Continue to review	Learners have	HT	Ongoing	
participate in 2	with relevant	equal access	SENCO	Origoning	
lessons of PE a	stakeholders.	to a broad	SEINCO		
	Stakenoiders.				
week; one from		and culturally			
their class teacher		rich			
and one from		curriculum.			
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.					
Access to	o information:				

Informat	Information is communicated to parents / carers through a variety of media.					
Information can be	Develop further	Parents and	HT	Ongoing		
accessed through a	non-written	carers are	SENDCo			
wide variety of	methods of	fully informed	Office			
written forms	communication.	of school,	Manager			
including	Develop further	news, policy				
newsletters, flyers	support of parents	and practice.				
and posters. On	with literacy					
screen, through	needs.					
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.						
	earning opportunities		l	<u> </u>		
School Family	Obtain further	Families with	HT	Ongoing		
Worker to develop	parent voice and	language	FSW			
and signpost	develop practice -	needs are				
opportunities to	to enhance	well				
families, such as	communication	supported				
literacy skills and	and access	throughout				
classes for parents	between school	the school.				
/ carers with	and home.					
English as an						
additional						
language (EAL).						