LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY

Policy name	**Accessibility Plan**
Date written	**September 2026**
Date agreed by Governing Body	**September 2026**
Date of renewal	**September 2029**
Senior member of staff with oversight	**Headteacher**
Governor with oversight	**Chair of Governors**

Aims:

The aims of this Accessibility Plan are to ensure that Long Mead Community Primary School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to both schools.

The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aim is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The school is committed to a fair and equal treatment of all individuals disabled and non-disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all. Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan. We work closely with external agencies and services to ensure that we are informed of any difficulties that pupils with VI or HI have in accessing the school sites.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the schools, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

Legislation and guidance:

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in

comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aims:

a) to increase the involvement of those with disabilities in deciding action that impacts upon them.
b) to increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
c) to evaluate and report to parents, via web site and bulletin on the success of the action plan in meeting its targets

Priority	**Action**	**Success Criteria**	**Lead Person**	**Timescale**	**Review**
Increase access to the curriculum					
Effective communication and engagement with parents	Meetings with parents/carers – eg, termly consultations /Annual Review meetings with SENCo Parent workshops Parent surveys Coffee mornings Parents evening	Parents/carers fully informed about progress & engage with their child's learning	SENCo / SLT	Termly monitoring	July 2027
Adaptations to the curriculum to meet the needs of individual learners	Include adaptive teaching and learning on SDP Training for all staff run by STLS	Needs of all learners met enabling positive outcomes	HT / SENCo	Termly monitoring of planning and scrutiny of books	July 2027
Improving Physical Environment					
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation, obstacles, hazards	People with disabilities can move unhindered	ED/AW	ongoing	Daily

		along exterior pathways			
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	People with disabilities can move safely around the school	All staff	ongoing	Daily
Further develop the visitor toilet to make it wheelchair friendly.	Move the handles lower down and make the door way slightly wider.	People with disabilities can access the visitor toilet on the lower level.	SLT	Ongoing	July 2029
Further develop sensory provision within school	Develop a sensory circuit with appropriate resources	Children with sensory needs will be able to access regular sensory circuits which will help them to regulate at key times of the day.	SENCo / 1:1 Tas	3 years	July 2027
Accessibility to upstairs classrooms	Look carefully at the needs of the children and where their classrooms will be located. Move rooms to downstairs if needed.	Children can have access to their age group classroom.	SLT	Ongoing	July 2028
Improve the Delivery of Written Information					
Availability of written material in alternative formats	Weekly bulletin emailed to parent/carers, added to Class Dojo and shared on website. Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published and kept updated on school website. Teacher to use Class Dojo to	All parent/carers will be up to date and well informed of school information	SLT / SENCo / Class teachers/office staff	ongoing	July 2027

	translate information.				
Ensure documents are accessible for pupils with barriers to learning	Use Symbols to support text Present information in manageable 'chunks' Use IT effectively to support access Use translation tools as appropriate.	Pupils able to access all school documentation	SLT / SENCo / Class teachers / support staff	ongoing	July 2027

Monitoring Arrangements:

This plan will be reviewed every 3 years. The Chair of Governors will be the Governor link responsible for reviewing the plan.

Links with other policies:

This accessibility plan is linked to the following policies and documents:

- Equality & Diversity Policy
- Health and Safety policy
- Special educational needs and disability policy
- Medical conditions policy

Appendix 1: Accessibility Audit

	Area	Green	Amber	Red	Additional Information
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are Pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures for specific pupils with a disability?				Yes, Personal Emergency Evacuation Plan (PEEPs) in place when necessary
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?				
5	Do furniture layouts allow easy movement for pupils with disabilities?				Adjustments are made when required.
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes, The Launchpad & Sensory room
7	Are car park spaces reserved for disabled people near the main entrance?				Yes, 1 disabled space allocated.
8	Are there barriers to easy movement around the site and to the main entrance?				Yes, the site is on multiple levels
9	Are steps needed for access to the main entrance?				Stairs and a ramp are in place
10	Do all those steps have a contrasting colour edging?				Yes
11	If there are steps, is a ramp provide to access the main entrance?				Yes
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes, but the door needs to opened manually
14	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes

15	Do all internal doors allow a wheelchair user to get through unaided?				Doors are wide enough and handles at accessible height, but they are on numerous levels
16	Do all corridors have a clear unobstructed width of 1.2m?				Yes
17	Does the school have a wheelchair accessible toilet?				We have 1 disabled toilet located at the back of school, you would need to access via the carpark.
18	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes
19	Is there a continuous handrail on each internal stair flight and landing?				Yes
20	Doe the school have a lift that can be used by wheelchair users?				No
21	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				No
23	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Fire exits can be accessed from hall level. Appropriate evacuation.
24	Are non-visual guides used to assist people to use the buildings?				3D shapes on stair handrails to indicate up and down
25	Could any of the décor be confusing or disorientating for pupils with disabilities?				No
26	Is a hearing induction loop available (either fixed or portable) in the school?				No
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				A flashing light.