



Longford Church of England Primary School

School Accessibility Plan '2023-25'

Introduction

The SEN and Disability Act 2001 extended The Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- Inclusive School (DfES 0774/2001)
- OFSTED

Our Aims are to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

Responsibilities

All staff are responsible for identifying and removing barriers to learning for pupils with disabilities or additional needs.

All leaders are responsible for improving accessibility within their area of responsibility.

The SENDCo is responsible for ensuring that all current students' needs are covered by this plan and for monitoring its effectiveness in meeting disabled pupils needs.

Increase access to the curriculum

Current Good Practice	Objectives	Actions	Person Responsible	Success Criteria
<p>Longford offers a differentiated curriculum for pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. (Support Plans)</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils</p> <p>School trips are planned considering the needs of all the children so that all children can attend.</p> <p>The school liaises with specialist services such as speech and language therapist, Autism Outreach</p>	<p>To ensure that every child with a disability can access the curriculum fully.</p> <p>To review the curriculum to ensure positive representations of people from minority groups, including those with a disability.</p>	<p>Assess need of individual children on arrival or when needs are identified.</p> <p>As each term's units are planned, staff to question and ensure that a range of positive role models from minority groups are included</p>	<p>SENDCo</p> <p>Curriculum Lead – alongside SENDCo</p>	<p>All children are able to access all areas of the curriculum. Reasonable adjustments will be in place.</p> <p>Positive representations will be identified throughout the curriculum.</p>

Improve access to the physical environment

Current Good Practice	Objectives	Actions	Person Responsible	Success Criteria
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> - Corridor width - Library shelves at wheelchair accessible height - Single story building. - School grounds accessible to all (including outdoor space. -Emergency evacuation plans for individuals, as required. -Use of specialised equipment to benefit individual pupils e.g. coloured overlays, sloping boards (as required). 	<p>To ensure the environment is adapted for the needs of individual pupils.</p> <p>To ensure classroom layouts take into account individual accessibility needs.</p>	<p>Assess needs regarding individual pupils.</p> <p>Implement advice given by physical, hearing, visual impairment services if necessary.</p>	<p>SENDCo</p>	<p>All children are able to access the physical environment.</p>

Improve access to information for all pupils

Current Good Practice	Objectives	Actions	Person Responsible	Success Criteria
<p>Longford uses a range of communication methods to ensure information is accessible.</p> <p>This could include:</p> <ul style="list-style-type: none"> - Internal signage - Large print resources, as required - Pictorial or symbolic representations - Visual timetables - Individual radio aids, as required - Personal equipment such as standing frames, walkers, writing frames, adapted seating, as required - Makaton, as required 	<p>To ensure the delivery of information meets the needs of individual pupils.</p>	<p>Assess individual pupil needs and implement appropriate communication systems – including EAL.</p>	<p>SENDCo</p>	<p>All children are able to access the delivery of the curriculum.</p>