



## **Longfield Academy Accessibility Plan**

**Accepted by:**

**Leadership Team Leader Reviewer:** Trust Business Manager

**Review Cycle:** Annual

**Last reviewed:** April 2019

**Date of Next review:** April 2020

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# 1. Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing board of Longfield Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

## 2. Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members knowing if the curriculum is accessible for all pupils	Audit of curriculum	Headteacher/ Department leaders/SENCO	Summer 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2020
	Staff members are not confident in their ability to support pupils with SEND	CPD provided to all teaching staff to cover various SEN needs and strategies  Training for teachers on differentiating work to make the curriculum more accessible to all	SENCO/ assistant SENCO	Autumn 2019	Staff members have the skills to support children with SEND	Annually
Medium term	Staff don't utilise the SEN information provided	Work scrutiny and more accountability for the provision for the SEN pupils in the classroom  Follow up visit for the SEN Audit (Nov 2019)	Headteacher/ Assistant Headteacher Teaching and progress/ SENCO	Summer 2019	Stickers will be in all books where appropriate  The advice on the stickers will be followed  The marking will reflect acknowledgement of the sticker content and the work work will demonstrate differentiation	Nov 2019

	Ensuring that school trips are accessible to pupils with SEND	Needs of pupils with SEND should be incorporated into the planning process	Parents/Teachers/SENCO/Assistant SENCO/ Assistant Headteacher	Summer 2019	Planning of school trips takes into account pupils with SEND	Annually
Long term	SEND pupils accessing the content of mainstream lessons	<p>Provide resources to remove barriers to learning in accordance with the access arrangements list. (eg chrome books and differentiated work /adjustments for pupils with SEND)</p> <p>Continued CPD provided to all teaching staff to cover various SEN needs and to embed strategies</p> <p>Training for teachers on further development in differentiating work to make the curriculum more accessible to all (in classwork and homework)</p>	Headteacher/ICT Manager/SENCO. Assistant SENCO	Autumn 2019	Pupils with SEND can record work appropriately and access the content of the lesson and homework	Annually

### 3. Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible to each individual's needs	Audit of physical environment	Trust Business Manager/ Head of School/ Pastoral Team	As required	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Annually or as required
Medium term	Ensuring that the Learning environment of pupils with visual impairment continues to be accessible	Incorporation of appropriate colour schemes	SENCO	Summer 2019	Learning environment is accessible to pupils with visual impairments	Annually
	Ensuring that the toilets are maintained appropriately and continue to be accessible	Handrails monitored to ensure function	Site Team/ Duty staff	Summer 2019	Access to toilets for all pupils	Annually
Long term	Possibility of some children with physical disabilities not being able to have access to upper levels of the school (currently not the case – except temporarily for injuries)	Re-room where possible to ensure inclusion	SLT/ SENCO	Summer 2019	School buildings are fully accessible	Annually

#### 4. Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT Manager	Autumn 2019	School is aware of accessibility gaps to its information delivery procedures	Annually
	Written information accessible to all	School seeks advice from external advisors	SENCO	Autumn 2019	School is aware of local services for converting written information into alternative formats	Annually
Medium term	Written information is not accessible to pupils/parents/carers with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments)	SENCO/ICT Manager	Autumn 2019	Written information is fully accessible to children with visual impairments	Annually
Long term	School website is not accessible to children with SEND	Audit of website	ICT Manager	Autumn 2019	Website is fully accessible	Annually

## **5. Monitoring arrangements**

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.