

Accessibility Plan

Last reviewed September 2015

**This policy should be read in conjunction
with the following policies:
Child Protection & Safeguarding, Equality Information &
Objectives, Special Educational Needs**

Reviewed by: Mrs J Matthews

Date Approved by the Headteacher: 22 September 2015

Date of Next Review: As required or by Autumn 2018

Longhill Primary School

Accessibility Plan April 2015 - 2018

At Longhill Primary School we are committed to an inclusive curriculum and to increasing the access to the school's facilities for all by:-

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school
- Improving the delivery of information to pupils/adults with disabilities

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Audit of existing achievement/provision

1. Physical

- Wheel chair access to both floors of the school building.
- Floor coverings to all areas suitable for wheel chair use
- Audible fire alarm
- Classroom areas carpeted and with blinds to improve acoustics
- Some specialist accommodation for 1-1 and small group work
- Toilet available for disabled pupils and adults

External

- Wheel chair access to main school building.
- Disabled parking bays

2. Curriculum

- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- CSA deployment to cover a mix of curriculum needs
- Special arrangements made for SATs (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs e.g. (Dictaphone, scissors, cushions, pencil grips)
- Regular meetings with parents
- Buddy system to support vulnerable pupils
- Specialist support for learning and giving pastoral and inclusion support.

Goals and Targets

Curriculum Accessibility

Target	Action needed	Responsibility	Time Scale	Available resources	Success Criteria	Arrangements for monitoring and evaluation of overall effectiveness
1. Increase the extent to which disabled pupils can participate in the school's curriculum	Specific training in e.g. dyslexia, dyspraxia, epilepsy and sensory difficulties	SENco	Once per term	Staff Development budget	Staff confident to support individual pupils Improved staff expertise	Ongoing monitoring and evaluation the Head.
2. To ensure that any future enhancements to the building will take into account the need for all pupils to have access to all required areas.	SLT and Site Facility Officer to liaise with governors, architects, project managers and any other relevant personnel at regular stages throughout the design and build.	Headteacher and Chair of governors	Regular meeting throughout any building enhancement projects including initial design discussion and final inspection /handover	Relevant budget / funding	All building enhancement work serves to improve and increase accessibility to all students.	Ongoing monitoring and evaluation by the Headteacher

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