

November 2024



Long Marston VA CE Primary Accessibility Plan 2024-2027

‘Together we grow and flourish with hope.’

Plan Objective

Long Marston School is committed to providing an environment that enables all pupils and staff to flourish and have full access to a curriculum regardless of their ability. We are committed to working within the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff, parents and visitors to the school, anticipating the need to make reasonable adjustments to accommodate where practicable.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

1. increase the extent to which disabled students can participate in the school’s curriculum
2. improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities and services provided or offered by the school
3. improve the delivery to disabled students of information which is readily accessible to students who are not disabled
4. ensure parents with a disability are able to support children with their learning

The plan will be made available online on the school website, and paper copies are available upon request.

Action Plan

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include diversity including examples of people with disabilities.</p> <p>External workshops include activities and successes 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.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff training – staff trained in a range of areas eg. ASD / PDA / SpLD</p> <p>School actively engage with outreach support from a wide range of outside agencies inc. Outreach from Specialist Provision (Woodfield)</p> <p>Where appropriate pupils contribute to MITs / EHCP reviews</p>	<p>Continue to ensure a personalised, differentiated and relevant curriculum for all pupils</p> <p>Continue to review and improve level of resourcing for SEND to ensure best practice at all times.</p> <p>Continue to invite external visitors to promote Equality of Opportunity e.g. as part of diversity week</p> <p>All pupils with SEND closely tracked for progress including small steps.</p> <p>Targets set will reflect the high expectations all staff have of those with SEND.</p> <p>Curriculum area reviews will include the needs of those with SEND.</p> <p>Termly MIT reviews to ensure progress which is celebrated with the child and family.</p> <p>Review the physical school environment to ensure children with specialist level of</p>	<p>Monitoring of accessibility to be undertaken at least annually</p> <p>Explore BSL interpreters for parents’ evenings</p> <p>Raise the profile of young carers and offer families this support.</p>	<p>INCo/HT</p>	<p>Autumn each year</p> <p>Autumn 2025</p> <p>Spring 2025</p>	<p>All pupils will be able to access a relevant differentiated curriculum</p>

		SEND have their sensory needs met. Ensure parents with a disability are able to access parents' evening, the school grounds and events. Ensure young carers are offered support appropriate to the level of need.				
Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Re-site the doorbell to be lower and easily accessed • Check door widths for wheel chairs • Investigate back rest for disabled toilet and install • Install a ramp to cater for the step up outside the entrance to the school (from the car park to the flag stone path) • Investigate whether entrance threshold can be made flush or whether the slight bump is prohibitive • Investigate costs associated with hearing loops • Investigate cord alarm for disabled toilet, cost and then installation if necessary • OT provided services eg. toilet steps and seats. • Designated disabled parking space to allow ease of access into the school building. 	Physical access to all areas of the school and grounds is maximized for all.	Review needs when new children, staff, parents join the school community As we develop the school grounds, ensure those with a disability are taken into account.	HT	Ongoing Summer 2025	All areas will be accessible to all pupils and visitors

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Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school will use a range of communication methods where needed to ensure information is accessible. These could include</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic • Makaton embedded within our curriculum <p>All classes to consistently use a visual timetable</p> <p>Enlarged texts accessed as required</p> <p>Access support from the Hearing Impairment Team to support child with hearing loss.</p> <p>Makaton a core part of our school's curriculum offer.</p>	<p>All children with a communication disability are able to access the curriculum</p> <p>AET sensory audits completed on identified pupils to highlight barriers to learning.</p>	<p>Leaders to ensure adaptations are in place.</p> <p>Referrals to specialist services as required.</p> <p>Makaton to be embedded in worship .</p>	<p>HT</p> <p>INCO</p> <p>HT and JB</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2024</p>	<p>Information will be clear for all pupils, and for visitors wherever possible</p>