



Longshaw Junior School

Success for all - Nothing Less!



Accessibility Policy and Plan

Aims

Longshaw Community Junior School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The [Special Educational Needs and Disability \(SEND\) Code of Practice 0 to 25 Years](#) (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Longshaw Community Junior School Accessibility Plan will:

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

The Accessibility Plan will be published on the school website.

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy

Policy written:	November 2024
Policy to be reviewed by:	November 2027

Accessibility Plan 2024-2027

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum
Our aim is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. IEPs Care plans	Autumn term 2024 Ongoing updates	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class. Review Nov 25 – all staff have this information
Effective communication and engagement of parents	Deputy Head for Inclusion SENDco SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Annual meetings with parents of children with EHCPs.	-Up-to-date EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents Review Nov 25 – Annual meetings with EHCP Parents Meetings planned for 2025 -2026
Effective communications with Longshaw Infants and schools to provide a quality transition.	Longshaw Infant staff SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	-Teacher/SENDCo time	On going	Transition for children from Year 2 and other schools is smooth with adequate and appropriate resources and provision. Review Nov 25 – Year 2 cohort had comprehensive transition – parent survey stated parents thought this was effective
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures.	-Staff meeting -TA training -SENDCo/Teachers time -External agency training	One year	Staff confidence in adapting the curriculum is improved. Children’s participation in the curriculum is more broad and effective. Review Nov 25 – Training has taken place – adaptive teaching – Widgit and Little Wandle

		SENDCO to do 1:1 sessions with teachers			
Use appropriate assessment tools and activities for children working pre-key stage	SENDco	Use other professionals suggestions for adaptations of the curriculum. Eg SENDSS Complex needs team.	-SENDco/Teachers time - External agency support	One year	Children working pre-key stage will have consistent approaches for assessment

		SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils workingpre-key stage.			Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school	SENDco	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum. <i>Review Nov 25 – School Nurse team – anaphylactic training / staff First Aid Training</i>
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols ,wobble cushions etc Purchase Widgit to make resources.	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning <i>Review Nov 25 – Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions being used Widgit online has been</i>

					purchased
Appropriate use of intervention and their success and impact on progress	SENDco	Track intervention Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	-Training on new interventions through external professionals -Resources required to deliver interventions	ongoing	Progress and attainment of all children is outstanding ongoing Review Nov 25 – Range of intervention across school these are recorded on Class on a Page and impact monitored
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books	ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources. Review Nov 25 – English Consultant continues to work in school and offer support, guidance and training to staff

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	EVC lead SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips during their time at Longshaw Review Nov 25 – SEND pupils have been on all trips last academic year
Ensure all children feel safe and involved at playtimes	Learning mentor	Play makers to encourage children to join in games Learning mentor to report children who may not be involved at playtimes at fortnightly meeting Children to have access to The Nest and this is reviewed on a regular basis.	-Training for play makers -Safeguarding meetings vulnerable children meeting -Buddy system for new children The Nest	On going	Children feel safe in school – evidence in survey results from children Review Nov 25 – Children have access to the Nest Working Part established to enhance playtimes Playtimes and lunchtimes have focused zoned area Feedback from children is positive
Maintain safe access round the interior and exterior of the school	School Manager Premise officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	-Premise meeting minutes - Premise walk	On going	There is safe access throughout the school No accidents or near misses on Park Lee Road Review Nov 25 – this is ongoing Worked with Living Streets to complete an audit of our Local area to improve the local environment
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Breakfast Club	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	-Registers of clubs and extended day - risk assessments	On going	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required Review Nov 25 – range of clubs are offered

3.Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary.Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time	On going	All parents will be able to be aware of what is happening at school via the website. <i>Review Nov 25 – website is clear and organized If parents need help – staff support with this</i>
Ensure written materials are available in alternative formats	Office manager SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time Deputy Head time	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SENDCO	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	Training Time for meetings	Ongoing	All school staff aware of disabilities of children in their classes <i>Review Nov 25 – Widgit has been purchased / training been delivered.</i>

