



## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Long Crendon 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. Long Crendon is a dynamic, vibrant and creative school. We are passionate about supporting children to develop as individuals, we are an inclusive school and celebrate diversity. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) 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.

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.

**Long Crendon School Accessibility Action Plan**

PHYSICAL ACCESS	TO ENSURE PHYSICAL ACCESS FOR PUPILS/VISITORS WITH LIMITED MOBILITY:		
TIMESCALE	AIM	STRATEGY	OUTCOME
Ongoing/In response to immediate need	To ensure that LEA are aware of areas of the school – indoor and outdoor facilities – where there are potential barriers to physical access e.g. Entry and exit to playground Access to upstairs classrooms/art room Access to swimming pool Access to one of the KS1 classrooms	SLT to: Inform new staff of written procedure Remind existing staff of procedure Staff aware of LEA support services available as required Staff training and awareness programme as required Allocation of classrooms and organisation of classroom resources and furniture to ensure easy access for all pupils Use of ramps when appropriate	Teachers all aware of written procedure Teachers and pupils adhere to procedure if required Written procedure shared with parents if required Prospective pupils with limited mobility have full physical access to the school

Ongoing/In response to immediate need	As part of the annual review of H &S, carry out review of all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities/identify areas where work may be needed to improve accessibility.	Site manager to carry out regular physical review SLT to monitor Records and report to Premises Committee if action is required to facilitate access.	Full physical access to the curriculum Regular review of premises by site manager/Premises committee. Continued record of reviews in H & S log book
Appendix A reviewed annually, or as required	Appendix A reflects current needs of school community	Reviewed annually, or when required and adaptations made if necessary	School is accessible to all users.

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CURRICULUM ACCESS	ALL CHILDREN TO HAVE ACCESS TO A SUITABLY CHALLENGING, BROAD AND BALANCED CURRICULUM		
TIMESCALE	AIM	STRATEGY	OUTCOME

Ongoing	The school recognises a wide range of special needs and abilities and has made provision across the curriculum to meet these	Use of EHC plans to set short term achievable targets in relation to basic skills. Individual support or coaching from SENDCO, specialist teacher or Teaching Assistant where appropriate, sometimes within the classroom and sometimes withdrawn from the classroom. 1-1 tuition Writer of the Week award, School sticker/house point system and Values awards to motivate and promote self-esteem.	Every child makes at least satisfactory progress and works to the best of their ability
Ongoing	SENCO to be familiar with specific needs of all children on SEN register	SENDCO & SLT to review EHCs and SEN provision. EHC days held termly for liaison between SENDCO and teaching staff.	Appropriate intervention strategies in place for all SEN children
Ongoing	Appendix B updated	All curriculum teams revisit Appendix B	Appendix B reflects current requirements of the school

<p>Ongoing/in response to immediate need</p>	<p>Staff have appropriate training. Timetabling takes into account curriculum access</p>	<p>Staff meeting time/external courses as required</p>	<p>Staff training helps teachers understand the need to adapt lesson plans to meet the needs of pupils with specific requirements and disabilities. Those with responsibility for timetabling curriculum provision consider access to specialist provision such as food technology, ICT and library.</p>
<p>Ongoing</p>	<p>To look at potential intake for following term/year and identify any access issues/training needs</p>	<p>Provide relevant training as required</p>	<p>All staff feel competent and supported in dealing with a wide range of ability/disability</p>
<p>Ongoing</p>	<p>Ensure that disabled pupils can participate in wider curriculum e.g. visits, clubs etc</p>	<p>Audit activities as required to ensure accessibility.</p>	<p>All students have access to wider curriculum</p>

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ACCESS TO INFORMATION	TO ENSURE THAT ALL REQUIRED INFORMATION CAN BE EASILY ACCESSED BY ALL STAKEHOLDERS		
Ongoing	To identify in consultation with the LEA/Stakeholders any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information	Consultation with LEA as appropriate Insert statement in prospectus/newsletter/website/welcome pack making parents aware of potential for adapting materials if required. Create alternative means of communication as required – office to maintain database Large print, audiotapes and other aids are considered when planning work for disabled or SEN pupils.	Support services consulted for advice when required. Information available for parents and pupils in a variety of formats.

**Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

**Links with other policies**

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy