



# Accessibility plan

Long Crendon School

<b>Approved by:</b>	Gareth Owens	<b>Date:</b> April 2025
<b>Last reviewed on:</b>	April 2025	
<b>Next review due by:</b>	April 2026	

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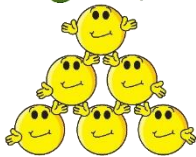





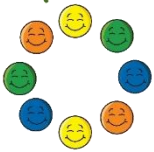


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## 1. Aims

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

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, in line with our school values:

 <p><b>Unity</b> #stickingtogether</p>	 <p><b>Respect</b> #giveittogetit</p>	 <p><b>Resilience</b> #bounceback</p>
 <p><b>Kindness</b> #maketheirday</p>	 <p><b>Honesty</b> #bestpolicy</p>	 <p><b>Friendship</b> #youarenotalone</p>
 <p><b>Equality</b> #samebutdifferent</p>	 <p><b>Enthusiasm</b> #eagerbeaver</p>	 <p><b>Courage</b> #youvegotthis</p>

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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.

## 2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers curriculum adaptation to meet the needs of all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with SEND</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• A comprehensive curriculum review has been conducted to ensure that the curriculum meets the needs of pupils with additional needs</li> </ul>	Short term	Monitor and review the curriculum to ensure that it remains accessible to all	Deputy headteacher	Summer 2025	
		Ensure that the curriculum remains accessible to all	Conduct a review of books and resources currently used to ensure broad representation	SENDCO	Spring 2026	
		Increase the representation of children with additional needs in the resources used in school	Conduct termly data reviews through Insight of all groups, including children with SEND	Headteacher	Ongoing, first review Autumn 2024	
		Increase the specific monitoring of SEND children as a specific group across all subjects and year groups				

Improve and maintain access to the physical environment	<p>The majority of the ground floor is accessible to wheelchair users, with a ramp at the glass corridor entrance.</p> <p>A temporary ramp can be used to provide access to the main entrance, the hall and the dining room.</p> <p>A disabled toilet has been built in Early Years Foundation Stage, which is accessible from the main school.</p> <p>The playground is accessible by a sloped entrance from the glass corridor.</p>	<p>Short term objective:</p> <p>Plan to increase access to:</p> <ul style="list-style-type: none"> <li>&gt; Key Stage 2</li> <li>&gt; Music room</li> <li>&gt; Stage</li> <li>&gt; ICT suite</li> <li>&gt; Nurture room</li> </ul>	<p>Conduct an analysis of the school areas with reduced access</p> <p>Plan possible solutions to increase accessibility</p>	Headteacher	Autumn term 2024	<p>Assessed areas. As there is currently no need to update these, it is not currently planned spending in the devolved funding. However, if the need should arise, a lift is required to upstairs and improved access to the areas behind the hall.</p>
		<p>Medium term objective</p> <p>Make preliminary adjustments to enable the aforementioned increased access</p>	<p>Allocate capital funds to increase access to these areas</p>	Headteacher	Summer term 2025	<p>Not presently a priority due to lack of need and time to complete (no works would need to be completed until a year after a child started as EYFS is accessible). Deferred.</p>
		<p>Long term objective</p> <p>Ensure that all areas of the school are accessible</p>	<p>Continue with the rollout of reasonable adjustments to increase accessibility</p>	Headteacher	Tbc based on previous actions	<p>As above.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Increase the methods of communication available on the staff team</p>	<p>Train staff in the use of BSL and Makaton</p>	<p>SENDCO</p>	<p>Spring 2025</p>	<p>Seeking training</p>

## 4. Monitoring arrangements

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

It will be approved by the resources committee of the governing board.

## 5. 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
- SEND policy
- Supporting pupils with medical conditions policy