



Accessibility plan

Long Crendon School

Approved by:	Gareth Owens	Date: April 2023
Last reviewed on:	September 2026	
Next review due by:	April 2027	

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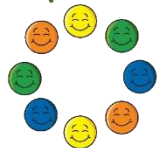
1. Aims

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. Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

This involves providing access and opportunities for all pupils without discrimination of any kind, in line with our school values:

 Unity #stickingtogether	 Respect #giveittogetit	 Resilience #bounceback
 Kindness #maketheirday	 Honesty #bestpolicy	 Friendship #youarenotalone
 Equality #samebutdifferent	 Enthusiasm #eagerbeaver	 Courage #youvegotthis

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
2023-2026 review						
Increase access to the curriculum for pupils with a disability	- Our school offers curriculum adaptation to meet the needs of all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with SEND - Targets are set effectively and are appropriate for pupils with additional needs - A comprehensive curriculum review has been conducted to ensure that the curriculum meets the needs of pupils with additional needs	Short term	Monitor and review the curriculum to ensure that it remains accessible to all	Deputy headteacher	Summer 2025	Ongoing monitoring by SLT, middle leaders and subject leaders show this has been effective, but will remain in the plan as an ongoing objective.
		Ensure that the curriculum remains accessible to all				
		Increase the representation of children with additional needs in the resources used in school	Conduct a review of books and resources currently used to ensure broad representation	SENDCO	Spring 2026	Library expansion of texts conducted. Texts from a variety of backgrounds included.
		Increase the specific monitoring of SEND children as a specific group across all subjects and year groups	Conduct termly data reviews through Insight of all groups, including children with SEND	Headteacher	Ongoing, first review Autumn 2024	SEND status added to Insight for ease of tracking. SEN Monitoring category added to improve early identification and intervention.

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2023-2026 review						
Improve and maintain access to the physical environment	The majority of the ground floor is accessible to wheelchair users, with a ramp at the glass corridor entrance. A temporary ramp can be used to provide access to the main entrance, the hall and the dining room. A disabled toilet has been built in Early Years Foundation Stage, which is accessible from the main school. The playground is accessible by a sloped entrance from the glass corridor.	Short term objective: Plan to increase access to: ➤ Key Stage 2 ➤ Music room ➤ Stage ➤ ICT suite ➤ Nurture room	Conduct an analysis of the school areas with reduced access Plan possible solutions to increase accessibility	Headteacher	Autumn term 2024	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. Short-term accessibility arrangements include rearranging classrooms and utilizing more accessible spaces within the site.
		Medium term objective Make preliminary adjustments to enable the aforementioned increased access	Allocate capital funds to increase access to these areas	Headteacher	Summer term 2025	Not presently a priority due to lack of need and time to complete (no works would

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2023-2026 review						
		Long term objective Ensure that all areas of the school are accessible	Continue with the rollout of reasonable adjustments to increase accessibility	Headteacher	Tbc based on previous actions	need to be completed until a year after a child started as EYFS is accessible). Deferred. As above.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Increase the methods of communication available on the staff team	Train staff in the use of BSL and Makaton	SENDCO	Spring 2025	Objective removed as not a present accessibility need. Focus placed on more immediate concerns (i.e. EAL strategies)

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2026-2029 plan						
Increase access to the full school experience for all pupils with barriers to learning	- Our school offers curriculum adaptation to meet the needs of all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with SEND - Targets are set effectively and are appropriate for pupils with additional needs - A comprehensive curriculum review has been conducted to ensure that the curriculum meets the needs of pupils with additional needs - In order to ensure that this remains strong, the objective is retained into the 2026-29 plan to maintain focus.	Short term Ensure that the curriculum remains accessible to	Monitor and review the curriculum to ensure that it remains accessible to all	Deputy headteacher	Annually, Summer terms	
		Increase access to resources, such as reading books, class texts and classroom learning equipment	Conduct a review of library books to ensure accessible (e.g. dyslexia friendly available)	Reading Lead	Spring 2026	
		Increase the specific monitoring of SEND children as a specific group across all subjects and year groups	Conduct termly data reviews through Insight of all groups, including children with SEND	Headteacher	Ongoing, first review Autumn 2024	
		Expand monitoring of groups beyond SEND to include Young Carers and other areas of wider inclusion.	Add further tracking categories to Insight	Headteacher	Autumn 2026	
			Review access of these groups on a half-termly basis	SENDCO	Spring 2026, then ongoing	

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2026-2029 plan						
Ensure physical access to all school resources is maintained	- The majority of the ground floor is accessible to wheelchair users, with a ramp at the glass corridor entrance. - A temporary ramp can be used to provide access to the main entrance, the hall and the dining room. - A disabled toilet has been built in Early Years Foundation Stage, which is accessible from the main school. - The playground is accessible by a sloped entrance from the glass corridor. - The Year 2 classroom is accessible from the outside but the interior corridor has stairs to the rest of the school. It can be reached from the remainder of the ground floor by exiting through the class door and re-entering through the glass corridor	Ensure that the library is an accessible space	At least the majority of books to be accessible to wheelchair users	Reading lead		
		Ensure that Forest School, the pool and field are all accessible spaces	Review access to field to ensure all children can participate in playtimes and lunchtimes	Headteacher		
			Review access to Forest School to ensure all children can participate in sessions	Headteacher		
			Review access to pool to ensure all children can reach it	Headteacher		
			Review access to pool to ensure all children can participate in swimming lessons	Headteacher		

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2026-2029 plan						
	- The music room, stage and the two new classrooms are accessible from the playground, although this requires a longer outdoor route. - Accessible parking doubled following car park renovations - All corridors are suitably wide - As such, the only classrooms that are not wheelchair accessible are Years 3, 6 and the Canopy breakout space, meaning that, if spaces were rearranged, wheelchair access could be provided to 8 classes.					
Curriculum and broader school experience is accessible to pupils who are young carers	- Young Carer identification has started in the 2024/25 academic year. - Inclusive ethos and focus on quality first teaching - Flexible approach to pastoral support led by 0.5 pastoral support officer	Establish identification and ongoing operational systems	Appoint a designated Young Carers Lead	Headteacher	Autumn 2026	
			Add a Young Carer self declaration query to annual admission and data capture forms	Office administrator	Autumn 2027	
			Create a confidential Young Carer classification within	Headteacher	Autumn 2026	

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2026-2029 plan						
	- Open and regular communication with parents provides opportunities to share barriers - Oversight of all vulnerable children is maintained through Insight and reviewed half-termly.		existing systems (SIMS, CPOMS, Insight)			
		Upskill teaching and support staff to recognise indicators of a caring role and understand local referral pathways	Deliver staff training on hidden young carer indicators	Headteacher	Spring 2027	
			Signpost staff to Young Carers support toolkits from Buckinghamshire Council and from Young Carers in Schools (YCiS)	Young Carers Lead	Spring 2027	
		Remove curriculum and wider life barriers through the provision of reasonable adjustments for Young Carers	In homework review, implement a flexible policy, supported by homework clubs in school to promote Young Carer access	Young Carers Lead	Spring 2027	
			Prioritise and, where possible, subsidise Young Carer participation to clubs, residential and trips	Headteacher	Spring 2027 and ongoing	
		Create a safe, non-stigmatising environment for Young Carers in which they can access targeted	Set up a lunchtime Young Carers' drop in quiet club	Young Carers Lead	Summer 2027	
			Establish links with Young Carers' services for external	Young Carers Lead	Summer 2027	

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2026-2029 plan						
		peer support and share experiences	references and assessments			
		Work towards recognition for Young Carers support	Register for Young Carers in Schools (YCiS) award through baseline self-assessment (Bronze)	Young Carers Lead and Headteacher	2027/28 academic year	

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