



Accessibility Plan

Accepted by: Board of Directors March 2019

Leadership Team Leader Reviewer: Operations Business Manager/Head Teacher

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1. Statement of Intent

This plan should be read in conjunction with the School Improvement Plan and Trust Development plan and outlines the proposals of the governing board of Longfield Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board and board of directors also recognise its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

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

2. Planning Duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	A lack of effective differentiation and non-effective learning objectives which impacts on accessibility to learning of all pupils.	Update of department MTPs – and then updating with adaptations from class teachers, Lesson plans and implementation consider effective differentiation for progress.	Department leaders / SLT/ class teachers / SENCO	Ongoing	Lessons are adapted from MTPs for individual classes and further for individual pupils to meet needs	Through departmental 'deep dives' as part of whole school quality assurance
	Staff not consistently meeting needs of pupils through ineffective planning	Continued advice/ ideas and strategies disseminated in the CPD sessions. Pupil specific advice and information given in briefings.	SENCO/ Assistant SENCO and Pastoral Team members	Issues of need raised with all staff through briefings, ClassCharts, weekly briefing and email	All staff to have a greater and deeper understanding of the needs of pupils and a bank of strategies to help to meet their needs in all aspects of school life	Continuously through observations/ QA process, Classchart analysis and Support Team meetings

	Pupils having knowledge gaps and lack of engagement following significant periods of absence	Recovery curriculum. Subject departments address knowledge gaps within MTPs through assessment strategy. Heads of Department track attendance and ensure gaps of knowledge are catered for in the curriculum plans.	Department leads/ Teachers / attendance team	Ongoing	Knowledge gaps addressed to facilitate new learning in line with MTPs	Assessment periods ongoing
	EAL pupils and families find it difficult to access school information	Website updated to enable translation. Staff awareness and consideration for communication where appropriate. EAL translators used for parental meetings where possible.	ICT support staff/ Assistant SENCO, Admin team	Ongoing	Website appropriate and section for support with EAL is live. Google docs used to translate all correspondence. Parental meetings always has a translator present when required.	Annually
	Staff not consistently optimally utilising information provided about pupils and strategies	Continued and updated work scrutiny plans.	SENCO, Duty Manager teams, Lesson monitoring Support team meeting,	Sept 2021	Positive observations from learning walks, work scrutiny, review meetings, pupil discussions.	Ongoing/ Annually

Medium term	Ensuring that school opportunities including school trips and extra curricular activities are accessible to pupils with SEND	Needs of pupils with SEND are discussed with trip/activity leaders and are incorporated into the planning process	Staff member/ SENCO/Assistant SENCO	Continuous	SEN pupils would successfully participate in activities with barriers removed and/or needs catered to where possible	Ongoing
Long term	SEND pupils accessing the content of mainstream lessons including medical issues that are long term and impact on mobility up stairs	<p>Provide resources to remove barriers to learning in accordance with the access arrangements list. (eg chrome books and differentiated work /adjustments for pupils with SEND). Access to the PLC. Move classrooms to downstairs room where necessary and practicably to do so.</p> <p>Continued CPD provided to all teaching staff to cover various SEN needs and to embed strategies</p> <p>Training for teachers on further development in differentiating work to make the curriculum more accessible to all (in classwork and homework)</p>	Headteacher/ ICT Manager/SENCO. Assistant SENCO	Ongoing	Pupils with SEND can record work appropriately and access the content of the lesson and homework	Annually

	Leg Injuries / medical issues that are longer than a few weeks that prevent pupils going up stairs	Support from the Personalised Learning Centre. Where necessary and practicably move classes to ground floor classrooms.	Timetabler, Deputy Head, Headteacher, PLC and SENCo	Ongoing as necessary	Pupils can access specialist lessons delivered by subject specific teachers and not spend too long away from friends and learning.	As necessary
	Pupils unable to access learning due to mental health issues.	Trialing robots to transport lessons to home settings and different areas.	Deputy Head/Head /Rise Carr	Easter 2025	Pupils can access specialist lessons delivered by subject specific.	As necessary

3. Planning Duty 2: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Access restriction to various parts of school due to age and design of building	Review of physical environment	Trust Business Manager/ Head of School/ Pastoral Team	Summer	School is aware of accessibility barriers to its physical environment, and will make a plan to address them where possible	Annually or as required
Medium term	Ensuring that the Learning environment of pupils with visual impairment continues to be accessible	Incorporation of appropriate colour schemes	SENCO	Term 1	Learning environment is accessible to pupils with visual impairments. (Worksheets available on A3 with larger fonts. Pupils seated near to the front of the classroom, facing the whiteboard. Laptop provided to enlarge powerpoints in lessons)	Annually
	Ensuring that the toilets are maintained appropriately and	Handrails monitored to ensure function	Site Team/ Duty staff	Summer	Access to toilets for all pupils	Annually

	continue to be accessible					
Long term	The environment does not support students with physical disability due to the age of the building. Classes on high floors do not have lifts, stairs between sections of the school do not support wheelchair access	Re-room where possible to ensure inclusion	SLT/ SENCO	From Sept 22	School buildings are fully accessible – reasonable adjustments are made as and when required/possible	Annually

4. Planning Duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Information must be accessible to all parents and carers and pupils where appropriate	Website and communications clear and made available to all. Use of google translate	Pastoral team/ School PA/ Social media team/ ICT staff	Sept 22	Overall website update with sections updated by relevant staff for department and responsibilities Social media launch Update of parent communication system	Annually
	Written information accessible to all	School seeks advice from external advisors	SENCO	Ongoing	School is aware of local services for converting written information into alternative formats	Annually

Medium term	Written information is not accessible to pupils/parents/carers with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments)	SENCO/ICT Manager	Ongoing	Written information is fully accessible to children with visual impairments	Annually
Long term	School website is not accessible to children with SEND	Update of website and improvement by staff responsible for individual pages	ICT Manager	Autumn	Website is fully accessible	Annually

5. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.