



Longridge School **Accessibility Plan**

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

Our school's aim is to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

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

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. 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.

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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a bespoke and differentiated approach for all learners.</p> <p>We use resources tailored to the needs of learners who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all learners from their starting point and in line with their EHCP outcomes.</p> <p>Targets are set effectively and are appropriate for learners with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all learners.</p> <p>Adaptations and responses to improve access for a learner who develops health needs</p>	<p>To ensure full access to an appropriate curriculum for each learner at Longridge School</p>	<p>Regular staff meeting updates/discussions relating to diversity and equality of resourcing</p>	<p>All school staff</p>	<p>Ongoing</p>	<p>All students have an equal ability to access a curriculum that is broad and differentiated to their needs.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Longridge School is equipped to provide education to learners with physical disabilities.</p> <p>Longridge School has;</p> <ul style="list-style-type: none"> • A lift to the first floor • Permanent ramps from dining room to rear garden • Disabled access toilets on each floor • Height adjustable interactive screens in all classrooms • Height adjustable work areas in food technology room and science laboratory • A fully accessible sensory room • Evacuation chair from first floor in event of a fire evacuation 	<p>To ensure all learners can access their educational programme.</p>	<p>Work to be completed on outdoor areas to provide improved access to students with mobility issues;</p> <p>Pathway for sensory walk and access to other areas as these areas are developed.</p> <p>Installation of a durable multi-sports all-weather surface</p> <p>Development of horticulture area to include raised planting areas</p>	<p>Head Teacher</p>	<p>Summer term 2024</p>	<p>Learners can access their educational programme both indoors and outdoors.</p> <p>NB this would not include any physical activities if they were injured.</p>
<p>Improve the delivery of information to learners with a disability</p>	<p>Everything that we do as a school is designed to meet the needs of the individual and this may include adaptations such as;</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure anyone can access the necessary information and learning</p>	<p>Monitor learner needs and respond as required</p> <p>Purchase of equipment and resources according to individual need</p> <p>Training for all staff in;</p> <p>Makaton</p> <p>Sensory integration</p> <p>Intensive interaction</p>	<p>SENCo and Head Teacher</p>	<p>Training needs for new staff to be fully met by March 2024</p>	<p>Learners and visitors can access the required information.</p>

			Attention autism			
Develop staff knowledge and understanding of how to remove barriers to learning	Bespoke approach for each learner maximises their access to the curriculum	To ensure barriers to learning are removed for all learners	On-going staff training and support from SENCo regarding approaches and tools to use. Training as above.	SENCo and Head Teacher	Ongoing	Learners able to access the full curriculum and make progress.

4. Monitoring arrangements

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

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Disability, Equality and Accessibility Policy
- Equality information and objectives (public sector equality duty)
- Special educational needs and Disabilities (SEND) Policy

Date of review	Sept 2023
Next Review	Sept 2027
Reviewed by	Head teacher

Appendix 1: Accessibility audit for Longridge School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2			
Corridor access	All good			
Lifts	1			
Parking bays	Not currently marked out	Disabled bay to be marked out on car park	Maintenance	Spring term 2022
Entrances	Good access			
Ramps	Not required at main entrance Permanent ramps from dining room to rear garden area			
Toilets	Disabled toilets available on each floor			
Reception area	Sufficient space			

Internal signage	Good			
Emergency escape routes	Clear and accessible			
Access to interactive whiteboards, kitchen worktops and toilets for varying age students	Interactivity and access needs are accessible to all children			

Appendix 1: Accessibility audit for Longridge School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2	Move class downstairs if required	JB and Teacher	
Corridor access	All good			
Lifts	N/A			
Parking bays	Space on car park for all student cars from care homes			
Entrances	Good access			
Ramps	In good order			
Toilets	Access OK, disabled toilet available			
Reception area	Sufficient space			
Internal signage	Good			

Emergency escape routes	Clear and accessible Evac chair on first floor adjacent to stairwell			
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