



Member of staff responsible: **Gemma Parkinson**
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Accessibility policy- 2023-2025

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

It is the school's responsibility to carry out accessibility planning for pupils with a disability. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. We are to ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This plan is to be reviewed and updated every two years.

2. Schools Aims

At Longridge C E Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims and Christian values.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

In addition, parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up. As stated above, Longridge C.E. Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- Equalities Policy
- Longridge C. E. Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Longridge C E Primary Safeguarding and Child Protection Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments

This plan itself will also be used to advise and inform other school planning documents and policies.

Current Good Practice which supports this duty

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum.

Longridge C. E. Primary has close working relationships with its feeder nurseries and preschools. Transition meetings take place in the Summer Term before starting at school, and include multi-agency meetings with parents and all professionals involved in supporting the child where necessary.

The school's SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LCC SEND team, outreach services, health professionals and other private providers, the SENDCo

manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate.

The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- QTVI
- Occupational Therapists
- Speech and Language Therapists
- Educational Psychology Service

- CAMHS
- GPs, consultants and Paediatricians
- School Nurse Team
- Cystic Fibrosis Nurse
- Counselling
- Diabetes Nurse
- Other advisory services and charities.

The school's governors, teachers, teaching assistants and welfare staff have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Experienced SENDCo
- Advice, assessment and support from Speech and Language therapist.
- Trained Teaching Assistants to deliver intervention programmes.
- Educational Psychologist
- Advice, assessment and support from QTVI
- Range of Literacy and Maths interventions

- Accessibility to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

A review of this document will take place in 2025. Each action will be looked at to assess whether the success criteria has been met. Any actions that are incomplete, or require further attention, will be carried forward on to the next action plan. Please see our Accessibility Plan for current actions.