



Accessibility Plan

Staff covered by this procedure:	All Staff
Approved By:	Longwill Governing Body
Date:	September 2023
Next Review Date:	12 months from last approval

Signed Date

(Chair of Governors)

Signed Date

Accessibility Plan 2023 – 2024

Introduction:

As a School we will publish information on:

- How we are performing in relation to the three aims of the equality duty.
- We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

Equal Opportunities for All

- At our school, careful analysis of performance/attainment/progress data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school development plan. The plan is reviewed annually and action plans developed accordingly. At our school, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.
- To ensure we comply with the Equalities Act 2010, the school has its own **Equality Plan** (aka Accessibility Plan) which is reviewed annually. A copy of this plan is also available on the school website.

A Rights Respecting School:

As a Right Respecting School, Longwill does its' best to ensure that all pupils are aware of their rights to a fair, rich and diverse education. This is outlined in several articles of the UN Rights of the Child. In particular:

- Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 28: Every child has the right to an education.
- Article 30: Every child has the right to learn

This has three key objectives:

- To maintain and where required improve access to the physical environment of the school.
- To increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils.
- 3. To improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Current Good Practice:

- The school has developed a highly personalised curriculum which meets the needs of Deaf sign bilingual pupils. Pupils are assessed on an individual level and their learning is differentiated to meet their cognitive, linguistic, emotional and physic needs. The schools adopts a Sign Bilingual philosophy, which addresses the cognitive and linguistic need of the Deaf child as well as their psychological identity. At Longwill, pupils are proud to be Deaf.
- The schools is a Rights Respecting School and holds the Gold Award. Pupil voice is actively promoted at all times and school culture strives to ensure that every child's voice is heard. Article 23 states that every child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Thus staff, leaders and governors ensure that every adjustment and action possible is made to achieve this aim in terms of its curricular offer, physical environment and the way in which we communicate with stakeholders and our school community

The plan is reviewed annually and key area of improvement are identified for the following year:

Objective	2021-2022	2022-2023	2023-2024
<p>1. To maintain and where required improve access to the physical environment of the school.</p>	<p>Maintain existing deaf alerters for all deaf staff (alarms and bells)</p> <p>Review all existing contracts</p> <p>Disabled parking signposted at car park entrance.</p> <p>Adapt environment to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps – still in good order? • Lift – in need of a more permanent solution • Disabled toilets and changing facilities need further improvement in foundation • Ensure layouts allow easy movement for pupils with disabilities in foundation dept in particular. 	<p>Maintain existing deaf alerters for all deaf staff (alarms and bells)</p> <p>Ensure the physical environment of the school is fully accessible:</p> <ul style="list-style-type: none"> • Lifts • Personal Care Facilities • Ramps <p>Undertake an accessibility audit of the school environment (OT)</p> <p>Purchase evacuation chairs, place in main school</p> <p>Provide bespoke training for evac chairs</p> <p>Explore funding opportunities for an improved outside space in Foundation</p> <p>Develop a second forest schools area which is fully accessible</p>	<p>Upgrade existing deaf alerters for all deaf staff (alarms and bells)</p> <p>Replace foundation dept outside play area and further extend the area to support the physical development of all pupils</p> <p>Upgrade two personal care facility areas in foundation and main school</p> <p>Replace lift so that is fully accessible for deaf children with access needs</p> <p>Install ramps as required</p> <p>Update annual bespoke training for the use of evac chairs</p> <p>Re-paint yellow lines on steps</p> <p>Improve lighting in all classrooms as well as to classroom exteriors</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if required</p>
<p>2. To increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils.</p>	<p>Full re-accreditation for Teamteach for all staff so pupils with SEMH needs are well supported and safe.</p> <p>‘Proud to be Deaf Week’ (May 2022)</p> <p>SMiLE therapy extended to improve spoken language skills of Deaf pupils</p> <p>Ensure all pupils with additional SEN have the 1:1 additional staffing they need</p>	<p>‘Proud to be Deaf Week’ (May 2023)</p> <p>Extend Careers Fair to KS1.</p>	<p>‘Proud to be Deaf Week’ (May 2024)</p> <p>Continue to ensure Rights Respecting ethos pervades all aspects of school life (RRSA Gold)</p> <p>Ensure BLP framework enables pupils to be independent learners</p> <p>Staff training to support the sensory needs of some pupils</p> <p>Full re-accreditation for Teamteach for all staff so pupils with SEMH needs are well supported and safe.</p>

Objective	2021-2022	2022-2023	2023-2024
<p>3. To improve the delivery of information to pupils, staff, parents and visitors with disabilities.</p>	<p>Annually updated medical needs awareness training for all class based staff</p> <p>Review the school's SEN Information is fully accessible and update on website</p> <p>Whole staff training for medicines</p> <p>Ensure all new deaf staff can access interpreters through Access to Work Funding.</p> <p>Extend communications for parents with SEN needs (Parent email subscription)</p> <p>Extend loop systems to Y2</p> <p>Extend training opportunities for learning mentors around SEMH</p> <p>Bespoke 1:1 programmes for new pupils without any functional communication skills in BSL</p>	<p>Medical Needs Training Day 6 September 2022</p> <p>ATW fully secured for all Deaf staff</p> <p>Improved parental communications by introducing Class Dojo</p> <p>Reintroduce free face to face BSL Classes for parents</p>	<p>Medical Needs Training Day 5 September 2023</p> <p>Review the school's SEN Information is fully accessible and update on website</p> <p>Further develop BSL classes for drivers and guides</p>