

Accessibility Policy and Plan



Reviewed/Adopted:	July 2026
Next Review Date:	July 2027
Review Frequency:	Every year
Reviewed By:	FGB

Longstone Primary School Accessibility Plan

The Purpose of the Plan:

This Accessibility Plan sets out how Longstone Primary School will continue to improve access to education and school life for disabled pupils, staff, parents/carers and visitors over time. The plan demonstrates how the school intends to:

- Increase access to the curriculum for pupils with disabilities and special educational needs and disabilities (SEND).
- Improve and maintain access to the physical environment.
- Improve the availability and accessibility of information for pupils, parents/carers, staff and visitors with disabilities. [\[legislation.gov.uk\]](#), [\[gov.uk\]](#)

At Longstone Primary School, our values reflect our commitment to a school where there are high expectations for everyone. Children are provided with high-quality learning opportunities so that each child attains and achieves all that they are capable of. Everyone in our school is important and included.

We promote an ethos of care, respect and trust where every member of our school community feels that they belong and are valued. We work hard to ensure there are no invisible children, recognising the uniqueness and success of every individual. We recognise learning in all its forms and are committed to nurturing lifelong learners.

We are a safe school, committed to improving children's confidence and self-esteem. We know that children who feel safe, valued and supported are more likely to achieve their full potential.

Legislative Framework:

This Accessibility Plan has been prepared in accordance with:

- The Equality Act 2010.
- Schedule 10 of the Equality Act 2010 relating to accessibility for disabled pupils.
- The Public Sector Equality Duty (PSED) under Section 149 of the Equality Act 2010.
- The Children and Families Act 2014.
- The SEND Code of Practice: 0–25 Years (January 2015, updated 2024).
- Relevant Department for Education guidance on special educational needs, disability and inclusion. [\[legislation.gov.uk\]](#), [\[gov.uk\]](#), [\[gov.uk\]](#)

The Governing Body is responsible for ensuring that the Accessibility Plan is implemented, reviewed and monitored.

The Equality Act 2010 protects individuals from discrimination, harassment and victimisation. Schools must not discriminate against disabled pupils, prospective pupils, staff, parents, carers or visitors and must make reasonable adjustments so that disabled people are not placed at a substantial disadvantage compared with others. [\[legislation.gov.uk\]](#), [\[gov.uk\]](#)

Under the Equality Act 2010, a person is considered disabled if they have:

"a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities." [\[legislation.gov.uk\]](#)

The school also recognises its duties under the SEND Code of Practice to identify and meet the needs of pupils with SEND and to promote inclusive practice and remove barriers to learning. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)

Aims and Objectives:

Longstone Primary School is committed to providing an inclusive environment that enables full participation in school life for all pupils, staff, parents/carers and visitors regardless of disability, medical need, educational need, physical need, sensory impairment, social background, culture, faith or other protected characteristic.

We are committed to:

- Promoting equality of opportunity.
- Eliminating discrimination.
- Fostering good relations between different groups.
- Making reasonable adjustments where required.
- Working in partnership with pupils, parents/carers and professionals.
- Developing a culture of awareness, inclusion and respect. [\[legislation.gov.uk\]](#), [\[gov.uk\]](#)

The school recognises and values parents' knowledge of their child's needs and respects the rights of pupils and families to confidentiality and dignity.

The Accessibility Plan sets out how access will be improved for disabled pupils, staff and visitors and anticipates the need to make reasonable adjustments wherever practicable.

The plan contains actions to:

Increase Access to the Curriculum

This includes:

- Teaching and learning.
- The wider curriculum.
- Educational visits and residential experiences.
- Extra-curricular activities.
- After-school clubs.
- Specialist equipment and support services. [\[legislation.gov.uk\]](#), [\[gov.uk\]](#)

Improve Access to the Physical Environment

This includes:

- Maintaining and improving physical access to buildings.
- Providing specialist facilities where required.
- Ensuring safe movement around the school site.
- Considering accessibility in future building improvements and developments. [\[legislation.gov.uk\]](#)

Improve the Delivery of Information

This includes:

- Written information.
- Digital communications.
- School policies.
- Letters and newsletters.
- Curriculum information.
- Information relating to school events and activities.

Information will be provided in accessible formats, where reasonably possible and appropriate, to meet individual needs. [\[legislation.gov.uk\]](https://legislation.gov.uk), [\[gov.uk\]](https://gov.uk)

School Context:

Longstone Primary School is a mainstream primary school for boys and girls aged 4 to 11 years.

The school comprises two buildings.

The ground floor of the main building is fully accessible, with the exception of the Little Hall, which is accessed internally via a small set of steps. Alternative access is available externally without the need to use internal stairs.

The separate school hall building is accessible.

The school continually reviews its facilities to ensure access is maintained and improved wherever possible.

Monitoring and Review:

This Accessibility Plan should be read alongside:

- SEND Policy
- SEND Information Report
- Equality Information and Objectives
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Educational Visits Policy
- School Improvement Plan
- Complaints Policy
- Critical Incident Plan [\[stjohnscea.org.uk\]](https://stjohnscea.org.uk), [\[gov.uk\]](https://gov.uk)

The Governing Body will monitor the implementation of this plan.

Accessibility considerations will be incorporated into policy reviews, improvement planning and site development.

An accessibility audit will be undertaken before the expiry of this plan to inform the next Accessibility Plan.

The plan will be published on the school website and made available in alternative formats upon request.

The plan will be reviewed annually and a new Accessibility Plan will be produced at least every three years, or sooner where significant changes to legislation, provision, staffing or pupil need require this.

[\[cottesmoreschool.com\]](http://cottesmoreschool.com), [\[stjohnscea.org.uk\]](http://stjohnscea.org.uk)

The Accessibility Plan has been developed in consultation with:

- Headteacher
- SENCO
- School Business Officer
- Governing Body

Plan A – Improving Physical Access

Target	Strategies	Timescale	Success Criteria
To be aware of the access needs of disabled pupils, staff, governors, parents and visitors	Ensure staff and governors understand access needs and reasonable adjustment duties. Create individual access plans where required through the SEND process. Ensure meeting locations are accessible. Request feedback annually regarding access arrangements. Prepare and review Personal Emergency Evacuation Plans (PEEPs) where needed.	Ongoing	Needs identified and addressed promptly. Staff and governors have appropriate access. Parents and visitors can access school facilities. PEEPs are in place and regularly reviewed.
Maintain safe access around the interior of the school	Keep corridors, exits and circulation routes clear and accessible. Conduct regular site checks.	Ongoing	All users can move safely throughout the school.
Maintain safe access around the exterior of the school	Ensure pathways, entrances and outdoor learning areas remain clear, safe and well maintained.	Ongoing	Outdoor areas remain accessible and safe for all users.
Consider accessibility during maintenance and building improvements	Accessibility to form part of all development and refurbishment planning.	Ongoing	Accessibility improvements incorporated into future developments wherever feasible.

Plan B – Improving Curriculum Access

Target	Strategies	Timescale	Success Criteria
Ensure effective differentiation and inclusive teaching	Leaders monitor curriculum access and inclusion. Staff receive SEND and adaptive teaching training.	Ongoing	All pupils access learning appropriately and make good progress.

Ensure educational visits and residential visits are accessible	Thorough planning, risk assessments, advance visits where necessary and parental consultation.	Ongoing	All pupils are able to participate safely and meaningfully.
Ensure after-school clubs are accessible	Make reasonable adjustments. Provide additional support where appropriate. Adapt activities and resources as required.	Ongoing	Increased participation of pupils with SEND and disabilities.
Effective use of resources and specialist equipment	Strategic use of support staff. Use assistive technology and adaptive resources. Seek specialist advice when required.	Ongoing	Barriers to learning reduced and pupil progress enhanced.
Adapt curriculum and provision to meet individual needs	Individual programmes, pastoral support, therapeutic interventions, flexible timetabling and access arrangements.	Ongoing	Positive academic, social and emotional outcomes.
Effective partnership with parents/carers	Parent consultations. Annual reviews. SEND review meetings. Individual support plans and communication.	Ongoing	Parents feel informed and actively involved.
Ensure external facilities used by the school remain accessible	Liaise with the Parish Council and community providers regarding access arrangements.	Ongoing	Pupils and staff can safely access external facilities.

Plan C – Improving the Delivery of Information

Target	Strategies	Timescale	Success Criteria
Improve availability of information in accessible formats	Email newsletters and letters. Maintain an accessible school website. Provide translated materials where appropriate. Offer alternative formats on request, including large print.	Ongoing	Information is accessible to all parents, carers and visitors.
Improve accessibility of information for pupils with visual impairment or sensory needs	Seek specialist advice. Use enlarged text, modified resources, visual aids and assistive technology where appropriate.	As Required	Pupils can independently access information and learning materials.
Improve digital accessibility	Ensure new digital communications and website content follow recognised accessibility principles and are compatible with assistive technologies where possible.	Ongoing	Increased access to information for users with disabilities.
Raise staff awareness of accessible communication	Provide guidance and training on creating accessible documents and communications.	Ongoing	Accessible practice becomes embedded across the school.