



# Accessibility Plan 2026

**'Learn to love and love to learn'**

**Our school is part of our community and every one within this community is valued and nurtured as part of our school family and God's family. Christian teaching and values are at the heart of all we do, to ensure that we develop well-motivated, independent, happy children who aspire to achieve their best in all they do, respecting and valuing themselves and others.**

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

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.

Long Sutton C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Long Sutton C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Definition of disability:**

A person has a disability if they have 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.

### 3. Current Accessibility Audit

#### Physical Environment:

- Our school has few steps and there is a lift to avoid the steps into Cygnet class. The rest of the school is accessible.
- Toy Box has ramps to ensure it is accessible to all.
- We have handrails on the steps.
- There is an accessible toilet available for all to use.
- The playground and field are easily accessible as are all parts of the school.

#### Curriculum Access

- Teaching and learning are scaffolded and differentiated
- There are visual timetables in all classes
- Teachers use visual support and dual coding
- Children have access to computers and assistive technology when needed
- Children have individual curriculum and learning plans when needed
- PE and school trips are inclusive and all children are able to access these
- There is support from our SENDCO and we work closely with outside agencies

#### Information Access

- We use visual timetable
- Children have communication boards
- Widget is widely used both for communication signs and making learning more accessible
- Information is translated and large print used where needed

## 4. Accessibility Targets and Actions

| Area                 | Target   | Actions  | Responsibility         | Timescale    |
|----------------------|--|--|------------------------|--------------|
| Physical Environment | To support children's sensory needs better to enable them to engage with their learning                            | <ul style="list-style-type: none"> <li>• Complete a sensory audit of each classroom</li> <li>• Develop and plan from the audit</li> <li>• Individual learning spaces</li> <li>• Sensory breaks planned</li> <li>• Sensory circuits</li> <li>• Teach self regulation</li> <li>• Trial standing desks</li> </ul> | Head Teacher and SENCO | By July 2027 |
| Curriculum           | To research alternative, more holistic curriculum for some high needs children to meet their learning needs better | <ul style="list-style-type: none"> <li>• Visit Burham Infants to look at 'The Equals Curriculum'</li> <li>• Look into Forest school</li> </ul>   | Head Teacher and SENCO | July 2026    |
| Curriculum           | Classrooms and staffing are optimally organized to promote the participation and independence of all pupils        | Layout of classrooms<br>Use of TAs<br>TA training to support independence<br>Use of other spaces effectively for learning<br>Equipment and resources use<br>Reasonable adaptations to support independence<br>Technology   | Teachers<br>SENCo      | July 2027    |
| Information access   | To ensure all children are able to communicate their wishes, needs and learning with those around them             | Communication audit<br>Investigate speech and language communication tools for children with little speech.  | SENCO<br>Head          | July 2028    |

|                    |  |   |  |           |
|--------------------|--|---|--|-----------|
|                    |  | <p>Develop consistent use of communication boards across school</p> <p>Think about sign language and its use</p>  |  |           |
| Information Access | Improve accessibility of written materials and letters | <p>Look at how to convert these to alternative formats</p> <p>Ensure website is easily accessible to all</p> <p>Promote/ask if alternative formats are needed</p> |  | July 2027 |

## **5. Monitoring arrangements**

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

It will be approved by the FGB

## **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

| Feature           | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys |             |                     |                    |                             |
| Corridor access   |             |                     |                    |                             |
| Lifts             |             |                     |                    |                             |
| Parking bays      |             |                     |                    |                             |
| Entrances         |             |                     |                    |                             |
| Ramps             |             |                     |                    |                             |
| Toilets           |             |                     |                    |                             |
| Reception area    |             |                     |                    |                             |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| Internal signage        |  |  |  |  |
| Emergency escape routes |  |  |  |  |