



Longmoor

Community Primary School

Together we grow, explore, discover.

Accessibility Plan

DFE:	Statutory	Category:	SEND	Review:	3 years
Last Reviewed:	April 2026		Reviewed by:	SENCo- LAS	
Status:	AGREED				

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1.0	Accessibility plan review and approval	April 23
2.0	Accessibility plan review	April 26
	Accessibility Planned approved by Full Governing Body	April 26

**DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE**

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Introduction

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

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.

Our school's motto is '**Together we grow, explore, discover.**' and it is in the spirit of togetherness that we ensure all children, regardless of disability or other special educational need, are able to access the school curriculum; it may be that the curriculum is adapted to meet their individual needs. This policy should be read alongside our SEND policy which fully sets out our approach to those children for whom adaptations are necessary so that they receive their full curriculum entitlement, and the steps we take towards inclusion.

Our school values of **Determination, Respect, Integrity, Valour and Excellence** apply to all within our school community: this includes those children with an additional need or disability. Our high expectations for living and breathing our values include all children, and adaptations will be made to ensure that they can live within the Longmoor Way at all times.

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. We work closely with the Local Authority (including the 'home' authorities of our children where necessary) and associated departments such as SENISS, SENDIAS and the SEN & Inclusion teams. Our dedicated caseworkers from Liverpool & Sefton authorities work closely with the school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and parents.

Legislation & 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions	Responsibility	Dates	Success Criteria
Ensure all pupils with a disability or additional need are able to access the school curriculum	We offer an adapted curriculum for all pupils where it is necessary, with reasonable adjustments made to ensure that they make progress against their individual targets. Termly 'Progress Review Meetings' confirm that 1:1 support and speech and language interventions result in measurable movement toward EHCP outcomes. The school's SEN team work with class teachers and support staff, as well as parents (in 'co-production' of support plans) to create strategies for access to learning for all. Our teams work closely with specialist services where necessary. Children who require <i>intense</i> support to access their personalised curriculum are provided with 1:1 support in order to do so.	All resources are inclusive and available to all. Activities are inclusive, or alternatives are offered. Reasonable adjustments are made to promote good progress in all groups of children.	Subject leaders to review long term learning plans and identify opportunities for adaptations where necessary. Class teachers to implement reasonable adjustments where necessary to ensure quality first teaching for all pupils. Ensure that key groups are represented in curriculum resources. Work with parents and specialist services to understand all disabilities that affect our children; institute a care plan (health) if necessary, alongside provision maps to ensure all needs are being met. Monitor and evaluate progress towards EHCP and provision map targets.	SEN Team Subject Leaders Class teachers SLT	Subject lead reviews: by end of 2026-27 academic year Classroom adaptations and support: ongoing Work with parents & specialist services: ongoing Monitor & evaluate progress towards targets: ongoing	Progress analysis demonstrates a narrowing of the attainment gap between pupils with SEND and their peers, specifically in core subjects. BSquared curriculum implemented for children where necessary. All pupils on the BSquared curriculum meet their personalised and Individualised targets, with data reviewed termly by the SEN team. Children are given every opportunity to learn within the classroom environment, using withdrawal spaces for self or assisted regulation. Children with a disability receive a full curriculum entitlement, which may be an adapted curriculum to meet their needs and the statutory needs of an EHCP.

Aim	Current Good Practice	Objectives	Actions	Responsibility	Dates	Success Criteria
	1:1 speech and language support given					

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Improve and maintain access to the physical environment	Longmoor occupies a modern building, with disabled access to all internal areas. There is a lift to the first floor, which is occupied by UKS2 and the Management Suite. All outdoor areas are accessible, except for one area of the Nursery Garden where steps are present. There are three accessible toilets. All other pupil toilet facilities are low-level, including hand dryers and sinks. The building has good signage and corridors are sufficiently wide enough to accommodate wheelchairs and walking aids. There are two disabled parking bays and the pavement features several dropped kerbs to allow for wheelchair access to the building.	Children, staff and visitors with physical disability are able to access all areas of the building. All pupils, staff and visitors are able to take part in all activities.	Consider how access to the building should be improved in the event that any building works are carried out, either internally or externally. When new equipment is purchased, ensure that all children, regardless of need or disability, are able to access its function and facilities. Consider, when changing internal and external signage and display material, the inclusion of high visibility colouring and braille, if necessary, at this point. Complete individual risk assessments, where necessary, to ensure that all children are able to access the school facilities.	SLT SBM	Throughout 2026-2029	All children, regardless of need or disability, are able to access handwashing facilities without support or intervention. Children and visitors are able to access the school building, at all times, even when building work has been completed. Children, regardless of need or disability, are able to use all equipment purchased for use in school. All children and visitors to the school are able to safely navigate the school site at all times.

	There is an EvacChair located at the top of the staircase. Staff have been trained in its use.					
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Aim	Current Good Practice	Objectives	Actions	Responsibility	Dates	Success Criteria
Ensure school communication is accessible to all parents/carers regardless of disability.	Our school uses a range of communication methods to ensure information is accessible. This includes internal signage, large print resources. Longmoor has some assistive technology, and iPads and Chromebooks are used throughout the whole school. Children from key groups are represented in curriculum resources in line with our commitment to the fundamental British values and our own school values. All that we do is in the aim of living within our school values and all children are given this message consistently.	All children are able to access the curriculum, including where it has been adapted to meet their individual needs. Children make progress in line with what is expected of them.	Conduct a "Communication Audit" via a parent survey to identify preferred formats (e.g., audio, large print, braille, or simplified English). Consider new strategies of sharing information with parents who need it in a different format, for example audio files. Ensure that parents of all children with an additional need or disability are invited to 'co-produce' the school's plan for meeting their needs, and adapting the curriculum as necessary. Ensure that all children for whom delivery of curriculum materials must be different have this documented clearly on their provision map. Ensure that children who need access arrangements for national assessments are catered for appropriately.	SEN Team SLT SBM Class Teacher	September 26 Co-production meetings 3 times a year (Autumn 2, Spring 2 and Summer 2) following a transition meeting in Summer 2 of the previous year.	All children with a disability have a clear provision map, detailing the provision that is offered to them, how adaptations can and should be made, parent input and the outcomes expected. 100% of parents with SEND have their preferred format recorded on the school's records (BromCom). All children are able to access the curriculum, equally if so adapted, regardless of additional need or disability.

Aim	Current Good Practice	Objectives	Actions	Responsibility	Dates	Success Criteria
Improve the understanding of the SEN and Senior Leadership Teams with regard to disability and appropriate intervention	Longmoor's SENCo is on the SLT and is supported by a team of highly trained Learning Support Staff, who deliver specialised interventions such as Bucket Therapy and Speech and Language interventions. Our SENCo holds the NASENCO award. Longmoor is a 'thinking' school; we are always willing to share and receive expertise, to learn and to adapt. As the city's SEND offering is not suitable, the SEN team are able to source additional support when needed.	To ensure that all children with a disability (including those invisible) have their needs met while at our school.	SEN team to liaise with parents/carers, as well as specialist intervention or health teams, with regard to specific additional needs or disabilities. Advice, guidance and recommendations to be followed at all times with regard to children's care and learning. Adaptations to made immediately following advice/guidance from specialist teams. Appropriate training to be arranged with regard to specific additional need or disability for all necessary staff, including alternative ways to record the curriculum e.g. SeeSaw.	SEN Team Class teachers Support staff SLT	Ongoing SeeSaw implemented by the end of Autumn 26	All children with a disability have a clear provision map, detailing the provision that is offered to them, how adaptations can and should be made, parent input and the outcomes expected. All children are able to access the curriculum, equally if so adapted, regardless of additional need or disability.

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SEN team and the SLT.

It will be approved by the governing body.

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
- SEND policy
- Supporting pupils with medical conditions policy