



Longmoor

Community Primary School

Together we grow, explore, discover.

Accessibility Plan

DFE:	Statutory	Category:	SEND	Review:	3 years
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**DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE**

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Introduction

This Accessibility Plan sets out how Longmoor Community Primary School will improve access to education for pupils with disabilities, in accordance with the Equality Act 2010.

The plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school
- Improve the availability of accessible information

At Longmoor, we are committed to ensuring that all pupils, regardless of need or disability, are able to learn, participate and thrive. This reflects our motto:

“Together we grow, explore, discover.”

Our values — **Determination, Respect, Integrity, Valour and Excellence** — underpin a culture where all pupils are included and supported to succeed.

Leaders recognise that barriers to learning may arise from:

- Special Educational Needs and Disabilities (SEND), including pupils with **Education, Health and Care Plans (EHCPs)**
- Medical needs
- English as an Additional Language (EAL)
- Socio-economic disadvantage (including Pupil Premium)

The school also fulfils its duties under Section 19 of the Education Act 1996 by ensuring that pupils who are unable to attend school due to medical or mental health needs continue to receive a suitable education and are supported to reintegrate successfully.

Strategic Approach to Inclusion

Accessibility is embedded within the school's wider inclusion strategy and is not viewed as a standalone process.

Leaders ensure that:

- All pupils access a broad, ambitious and well-sequenced curriculum
- Needs are identified early and accurately
- Support follows a graduated approach (assess-plan-do-review)
- External specialists are engaged where necessary
- Pupils and parents are actively involved through co-production

For pupils with SEND, including those with EHCPs:

- Provision is precisely matched to need
- EHCP outcomes directly inform classroom practice
- Progress is reviewed regularly and provision adapted accordingly

For pupils with medical needs:

- Individual healthcare plans are in place
- Staff are trained to support safe and full participation

Quality First Teaching and Inclusive Practice

Leaders recognise that the most effective way to improve accessibility is through **high-quality teaching in every classroom**.

All staff use evidence-informed strategies to reduce barriers to learning, including:

- Explicit instruction and modelling
- Scaffolding to support independence
- Structured talk and vocabulary development (particularly for EAL pupils)
- Flexible grouping
- Visual supports and assistive technology

These approaches are consistently applied and benefit all pupils, particularly:

- Pupils with SEND and EHCPs
- Pupils with medical needs
- Pupils with EAL
- Pupils eligible for Pupil Premium

Targeted interventions are used where necessary, but do not replace high-quality classroom teaching.

AIMS AND ACTION PLAN

AIM 1: Increase Access to the Curriculum

Longmoor ensures that all pupils access a **high-quality, ambitious curriculum**, with adaptations that enable success without lowering expectations. Teaching is adapted through Quality First Teaching, supported by targeted interventions and specialist advice where required.

Area	Current Good Practice	Actions	Responsibility	Timescale	Monitoring & Evaluation	Success Criteria
Quality First Teaching (QFT)	Adaptive teaching embedded; inclusive ethos strong	Embed consistent use of evidence-informed strategies (scaffolding, explicit instruction, structured talk, flexible grouping, assistive technology)	SLT, Inc. AHT, Class Teachers	Ongoing	Learning walks, book looks, pupil voice	Pupils access learning independently; reduced reliance on intervention
SEND & EHCP Provision	Graduated approach in place; provision maps used; specialist input secured	Ensure provision is explicitly linked to EHCP outcomes; review termly; adapt provision based on impact	Inc. AHT, Class Teachers, SLT	Termly	EHCP reviews, provision map evaluation, case studies	Pupils meet personalised targets and EHCP outcomes
Medical Needs (in school)	Care plans in place; staff trained appropriately	Regularly review healthcare plans; ensure full access to curriculum, trips and PE	Inc. AHT, SBM, Class Teachers	Ongoing	Care plan reviews, risk assessments	Pupils safely access all aspects of school life
Pupils unable to attend (Section 19 Duty)	Links with LA and external services established where needed	Ensure pupils unable to attend receive suitable education; maintain contact; plan reintegration	SLT, Inc. AHT, Attendance Lead	As required	Attendance tracking, case reviews, reintegration plans	Pupils continue learning and return successfully
EAL Provision	Inclusive classroom practice developing	Assess English proficiency; prioritise vocabulary, modelling and structured talk	Class Teachers, Inc. AHT	Ongoing	Lesson observations, pupil progress	EAL pupils access full curriculum and make expected progress
Disadvantaged Pupils (Pupil Premium)	Inclusive ethos embedded; gaps monitored	Align accessibility with Pupil Premium strategy; address barriers (attendance, language, resources)	SLT, Inc. AHT, Class Teachers	Termly	Progress data, attendance data	Gaps narrow over time
Curriculum Design	Adapted curriculum used; BSquared implemented where needed	Subject leaders review curriculum for accessibility and progression	Subject Leaders, SLT	Annual	Subject reviews, pupil outcomes	All pupils access a broad curriculum

AIM 2: Improve Access to the Physical Environment

The school ensures that all pupils and visitors can **access the environment safely, independently and with dignity.**

Area	Current Good Practice	Actions	Responsibility	Timescale	Monitoring & Evaluation	Success Criteria
Building Access	Lift access; accessible toilets; wide corridors	Maintain and improve accessibility during building works	SBM, SLT	Ongoing	Site audits	Full accessibility maintained
Outdoor Provision	Majority accessible	Improve Nursery access where possible	SBM, SLT	2026–2029	Site review	All pupils access outdoor areas
Equipment & Resources	Inclusive resources available	Ensure new equipment is accessible	SBM, Subject Leaders	Ongoing	Resource audits	Independent use by all pupils
Safety & Evacuation	EvacChair and trained staff	Maintain training and review procedures	SBM, SLT	Annual	Health & safety audits	Safe evacuation for all

AIM 3: Improve Access to Information

The school ensures that all pupils and families can **access information in a format that meets their needs.**

Area	Current Good Practice	Actions	Responsibility	Timescale	Monitoring & Evaluation	Success Criteria
Communication with Parents	Range of methods; co-production meetings	Conduct audit; record preferences; provide translated/simplified materials	Inc. AHT, SLT, SBM	Autumn 2026 onward	Parent surveys	100% preferences recorded
Accessible Information	Large print and digital tools used	Develop visual/audio formats; use translation tools	Inc. AHT, Class Teachers	Ongoing	Feedback	Information accessible
Pupil Access to Materials	Needs identified via provision maps	Ensure adaptations implemented consistently	Inc. AHT, Class Teachers	Ongoing	Monitoring	Pupils access materials independently

AIM 4: Develop Staff Expertise in Inclusion

The school ensures staff have the knowledge and confidence to **meet the needs of all pupils effectively**.

Area	Current Good Practice	Actions	Responsibility	Timescale	Monitoring & Evaluation	Success Criteria
Staff Training	Skilled SEN team; strong ethos	Provide CPD on adaptive teaching, SEND, EHCPs, medical needs, EAL	Inc. AHT, SLT	Ongoing	CPD evaluation	Staff confident and consistent
Specialist Support	Strong external partnerships	Ensure advice is implemented and reviewed	Inc. AHT, Class Teachers	Ongoing	Case reviews	Improved outcomes
Inclusive Practice	Strong culture	Share best practice; ensure consistency	SLT, Inc. AHT	Ongoing	Monitoring	Consistent teaching

5. Monitoring and Evaluation

The effectiveness of this plan is evaluated through a structured cycle:

- **Termly:** SEND/EHCP reviews, progress data, provision evaluation
- **Half-termly:** Learning walks and book looks (focus on adaptive teaching)
- **Ongoing:** Pupil voice, parent feedback, co-production
- **Annually:** Governor review and strategic evaluation

Leaders use this information to adapt provision and ensure that all pupils make progress.

6. Links with Other Policies

This plan should be read alongside:

- SEND Policy
- SEN Information Report
- Equality Objectives
- Supporting Pupils with Medical Conditions Policy
- Positive Relationships and Behaviour Policy
- Attendance Policy