



Longacre School Special Educational Needs and Disabilities (SEND) Accessibility Policy and Plan

This policy includes the Early Years Foundation Stage (EYFS)

**Policy and Plan updated: January 2026
Policy and Plan to be reviewed: January 2027**

INTRODUCTION

1. Longacre School is committed to ensuring an inclusive environment where all students, including those with special educational needs and disabilities (SEND), can thrive. While some of our older buildings may present limitations to full physical accessibility, we are dedicated to making reasonable adjustments to support students with disabilities and ensure they can fully participate in all school activities. This accessibility Policy and Plan outlines the steps we will take to improve access to education, participation and facilities for all students with special educational needs and disabilities.

2. *Aim.* The overall aim of this Policy and Plan is to reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a special educational need and / or disability.

3. *Definition of disability.* Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities".

4. At Longacre School we recognise that Specific Learning Difficulties (SpLDs) affect the way information is learned and processed. They are considered a neurological disability (rather than psychological) and can be hereditary and occur independently of intelligence. They include but are not limited to the following:

- Dyslexia;
- Dyspraxia or Developmental Co-ordination Disorder;
- Dyscalculia;
- Autism spectrum disorder (ASD);
- Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD / ADHD).

5. The curriculum is designed to ensure teaching is tailored to suit all children's needs, including those with a SpLD.

6. *Related policies and documents.* This Policy and Plan is linked to a number of School policies and documents. These include the Admissions Policy, Special Educational Needs and Disabilities (SEND) Policy and the Equal Opportunities Policy. This Policy and Plan is also taken into account in the planning and delivery of the School Development Plan.

Legal foundation, principles and governance

7. This Policy and Plan is drawn up in accordance with the planning duty in the Disability DDA 1995 as amended by the SEN and Disability Act 2001 (SENDA) and by the Equality Act Schedule 10 (2010) – Accessibility for disabled pupils. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

8. The Policy and Plan is designed to meet the requirements outlined in the references in the paragraph above, ensuring the School is accessible in three key areas below. These are covered in more detail further on in this document.

- Physical access
- Curricular access
- Access to information

9. Compliance with the DDA is consistent with the School's aims and Equal Opportunities Policy; the School recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act (2001) and Equality Act, Schedule 10). The School must prepare an Accessibility Plan which, over a prescribed period:

- Increases the extent to which disabled pupils can participate in the School's curriculum;
- Improves the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the School;
- Improves the delivery of information to disabled pupils which is readily accessible to those pupils who are not disabled.

10. In preparing an Accessibility Plan, the School must:

- Publish it in writing;
- Ensure that realistic timeframes are established for the delivery of the plan;
- Set aside sufficient resources (financial and time) for its implementation;
- Have it available for inspection.

11. It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The Bursar and Estates & Facilities Manager will consult it when annual work schedules are being established. The Head and Senior Leadership Team will consult it when inputting into the School's Development Plan.

12. In addition, the School holds an annual meeting of the Head, Bursar, Head of Learning Support and Estates & Facilities Manager, to monitor accuracy of the Accessibility Plan and review provision

for the following year's intake of pupils, their parents and for new staff members joining the School.

Monitoring and review

13. The School will review the Accessibility Plan annually to ensure that reasonable adjustments are being made and that progress is being monitored. Pupils, parents, staff, and relevant external organisations will be involved in this review process to ensure all reasonable adjustments meet the needs of those with disabilities and additional needs.

14. *Indicators of Success.* These are:

- a) Increased participation and satisfaction among students with disabilities regarding accessibility;
- b) Successful implementation of reasonable adjustments in areas where older buildings prevent full accessibility;
- c) Positive feedback from parents and students about the flexibility of accommodations provided.

PHYSICAL ACCESS

15. *Objective.* Improve and maintain physical access to all areas of the School, with a focus on areas accessed by pupils and acknowledging limitations due to the nature of certain buildings.

16. *Actions.* These are as follows:

a) *Older buildings.*

- *Assessment and Feasibility.* Conduct a detailed accessibility audit for all historic buildings on the school site. This will identify which areas can be made more accessible and where limitations exist.
- *Reasonable adjustments.* Where structural modifications (such as ramps or lifts) are not feasible due to heritage preservation requirements or the nature of the building, the School will implement alternative reasonable adjustments, such as:
 - Prioritise accessibility in areas used most frequently by students with disabilities (e.g. classrooms, hallways, toilets).
 - Install temporary or portable ramps when possible, for specific events or needs.
 - Provide an accessible alternative location for meetings or classes that are typically held in areas without wheelchair access.
 - Offer assistance for students who may have mobility challenges (e.g. a designated staff member to assist with movement between floors or buildings).

b) *Physical Modifications to Other Areas.* For modern buildings, continue to implement standard accessibility improvements, such as installing ramps, widening doorways, and upgrading toilets to be fully accessible.

c) *Access to Upper Floors.*

- Where lifts or elevators are not possible due to building constraints, develop a "buddy system" to support students who may need assistance moving between floors, and ensure key areas are accessible on lower levels.
- Provide classroom accommodations for students who may not be able to access upper floors, including the use of ground-level spaces for instruction where possible.

17. *Timeline.* Ongoing with annual accessibility audits and updates based on new needs or potential changes in legislation.

CURRICULAR ACCESS

18. *Objective.* To ensure that all students can fully participate in the curriculum, with adjustments to accommodate any barriers created by physical space limitations in older buildings.

19. *Actions.* These are as follows:

a) *Flexible Classroom Assignments.* Where physical limitations prevent students with mobility challenges from accessing certain areas, provide flexibility in classroom placement. For example, assign students with mobility impairments to classrooms on the ground floor or near accessible entrances.

b) *Technology and support.*

- In areas where physical adjustments are not feasible, ensure that technological solutions, such as virtual learning options, assistive technologies, and remote participation tools, are available.
- Ensure all students, including those with physical disabilities, have access to digital resources and support for remote learning when needed.

c) *Access to Events and Extra-Curricular Activities.* If events are held in areas that cannot be made fully accessible explore the possibility of holding some events in more accessible locations or using technology (such as live-streaming) to allow students with mobility impairments to participate remotely.

20. *Timeline.* Immediate for flexible adjustments; ongoing review.

ACCESS TO INFORMATION

21. *Objective.* Ensure that students with disabilities, including those with visual, hearing, and mobility impairments, can access all relevant information about school activities, communications, and curriculum.

22. *Actions.* These are as follows:

a) *Communication Alternatives.*

- Provide important school communications (newsletters, event invitations, etc.) in a variety of accessible formats, including large print or digital formats compatible with screen readers.
- Maintain accessibility in online platforms and ensure information is easy to navigate for students with visual or cognitive impairments.

b) *Use of Assistive Technology.*

- Offer advice and support in relation to assistive technology to assist students in accessing learning materials and school communications.
- Ensure accessibility features like captioning for videos, text-to-speech programs, and alternative formats for written materials.

c) *Sign Language and Interpreter Support.*

- Provide advice and communication support where necessary for students with hearing impairments.
- Ensure interpreters are available for parent meetings and school events.

23. *Timeline.* Immediate for communication alternatives and technology access; review annually.

See next page for the Accessibility Plan.

Annex A

Action Plan for improving physical accessibility across the school site

Area	Objective	Action	Timing
Whole school	Ensure site is accessible for children, staff and visitors with SEND by conducting a regular review of the site and implementing appropriate changes and reasonable adjustments.	Annual meeting of Head, Bursar, Head of Learning Support and Estate & Facilities Manager to review estate and action plan.	Ongoing - annual
School House (including School Office)	Ensure sufficient members of staff have received training on the use of temporary ramps for wheelchair users.	Arrange and deliver training.	By end of March 2025
Dining Room	Ensure building remains suitable to pupils and visitors with physical disabilities.	Maintain access ramp and access routes to toilets on the same level.	Ongoing
Founders Building	Ensure building remains suitable to pupils and visitors with physical disabilities.	Be prepared to adapt curriculum and classroom use accordingly to use this building as necessary.	As required
Jubilee Building	Research costing for anti-glare lighting in rooms not currently installed.	Replace lighting in Jubilee Building with anti-glare lighting.	Achieved
Old Hall	Building not suited to pupils or visitors with physical disabilities even with reasonable adjustments.	Be prepared to adapt curriculum and classroom use to more suitable buildings, such as the Founders Building.	As required
Trips and visits	Monitor provision for pupils with SEND on all trips and visits including day, residential and overseas trips.	Educational Visits Officer (EVO) to keep up to date with current regulations and to check website 'learning outside the classroom.' http://www.lotc.org.uk/	Ongoing

Action Plan for improving accessibility to the curriculum

Objective	Action	Timing
Ensure all teaching staff are confident about making the reasonable adjustments necessary to teach pupils with SEND in the manner most appropriate for them to fully access the curriculum.	Delivered through a variety of staff information channels: CPD, INSET, staff meetings and new staff induction.	Ongoing
To improve the knowledge and experience of the Head of Learning Support and SEND team to further enrich teaching and learning.	Identified members of the Learning Support team to attend SEND CPD courses and to pass the knowledge to colleagues in staff meetings.	Ongoing
Maintain the use of screening, tracking and performance data of SEND pupils to inform teachers, learning and wider school policy.	<ul style="list-style-type: none"> - Maintain systems for integrating SEND data with whole school academic data. - Investigate other software options. 	Ongoing
To seek support and guidance regarding behavioural issues relating to Speech and Language difficulties ADD / ADHD and ASD.	<ul style="list-style-type: none"> - Training from Specialists in ADHD and ASD. - Ongoing collaborative work with Speech and Language Therapist and Occupational Therapist for individual children. 	Employed Learning Support Teacher with Speech and Language Specialism
To improve knowledge and understanding of the pupils' Specific Learning Needs on the SEND register.	Learning Support team to identify pupils who may require formal assessment.	Ongoing. Achieved through monitoring of data and pupil progress meetings.
Recruitment of one-to-one staff to meet the specific needs of some pupils.	Identify the requirement early, giving sufficient time to recruit suitable one-to-one support.	On a case-by-case basis. Continual review takes place as and when children are accepted to the school who might require support.

<p>To ensure that all pupils who are entitled to access arrangements for exams have access to the provision for which they are entitled. to remain in line with Joint Council for Qualifications (JCQ) requirements.</p>	<ul style="list-style-type: none"> - Parents advised if Head of Learning Support believes that a pupil would benefit from exam concessions. - Parents signposted to appropriate assessments. - If exam concessions are awarded the Head of Learning Support / Assistant Head (Academic) to make sure the access arrangements are strictly adhered to. 	<p>Ongoing</p>
<p>To increase and improve the use of IT in Individual and group Learning Support lessons.</p>	<p>Employ IT in a range of ways to assist SEND pupils, for example, use of IT resources to read texts aloud.</p>	<ul style="list-style-type: none"> - Ongoing - Touch typing club established.
<p>To harness AI to improve teaching and learning for SEND pupils where appropriate.</p>	<p>Contribute to tri-school Bridewell Foundation project exploring the application of AI to assist SEND pupils.</p>	<p>Ongoing</p>