Longacre School SENDA Accessibility Plan

Plan Reviewed: January 2024
Plan to be reviewed: January 2026

This policy includes the Early Years Foundation Stage

1.   Introduction:

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 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.

2.   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".

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), they 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
- Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder

The curriculum and medium-term planning are designed to ensure teaching is tailored to suit all children's needs, including those with a Specific Learning Difficulty. Children will display one or more of any of the following:

a) **Information Processing:**

- Difficulties with taking in information efficiently (this could be written or auditory).
- Slow speed of information processing, such as a delay between hearing something and understanding and responding to it.

b) **Memory:**

- Poor short-term memory for facts, events, times, dates.
- Poor working memory; i.e. difficulty holding on to several pieces of information while undertaking a task e.g. taking notes as you listen, coping with compound questions.
- Mistakes with routine information e.g. giving your age or the ages of your children.
- Inability to hold on to information without referring to notes.

c) **Communication skills:**

- Lack of verbal fluency and lack of precision in speech.
- Word-finding problems.
- Inability to work out what to say quickly enough.
- Difficulties processing language
- Misunderstandings or misinterpretations during oral exchanges.
- Over-loud speech (which may come across as aggressive) or murmuring that cannot be clearly heard.
- Sometimes mispronunciations or a speech impediment may be evident.

d) **Literacy:**

- Lateness or difficulty in acquiring reading and writing skills. Some dyslexic adults have severe literacy problems and may be functionally illiterate.
- Where literacy has been mastered, residual problems generally remain such as erratic spelling, difficulty extracting the sense from written material, difficulty with unfamiliar words and an inability to scan or skim text.
- Particular difficulty with unfamiliar types of language such as technical terminology, acronyms.

e) **Sequencing, Organisation and Time Management:**

- Difficulty presenting a sequence of events in a logical, structured way.
- Incorrect sequencing of number and letter strings.
- Tendency to misplace items; chronic disorganisation.
- Poor time management: particular difficulties in estimating the passage of time.

f) **Direction and Navigation:**

- Difficulty with finding the way to places or navigating the way round an unfamiliar building.

g) **Concentration:**

- Weak listening skills, a limited attention span, problems maintaining focus.
- A tendency to be easily distracted, inability to remain focused.

h) **Sensory Sensitivity:**

- A heightened sensitivity to noise and visual stimuli.
- Impaired ability to screen out background noise or movement.
- Sensations of mental overload / switching off.

i) **Lack of awareness:**

- Failure to realise the consequences of their speech or actions.
- Failure to take account of body language.
- Missing the implications of what they are told or interpreting it over-literally.

j) **Dyslexia:**

Dyslexia is a Specific Learning Difficulty (SpLD) that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal (auditory/phonological) memory and verbal (phonological) processing speeds.

k) **Dyspraxia:**

Developmental Co-ordination Disorder (DCD), also known as Dyspraxia in the UK, is a common disorder affecting fine and/or gross motor coordination. The range of intellectual ability is in line with the general population. A child's co-ordination difficulties may affect participation and functioning of everyday life skills and children may display difficulties with self-care, writing, typing, riding a bike, play as well as other educational and recreational activities. There may be a range of co-occurring difficulties which can also have serious negative impacts on a child's development. These include social emotional difficulties as well as problems with time management, planning and personal organisation.

l) **Dyscalculia:**

Dyscalculia is characterised by an inability to understand simple number concepts and to master basic numeracy skills. There are likely to be difficulties dealing with numbers at a simple level; this includes learning number facts and procedures, telling the time, time keeping, understanding quantity, prices and money. Difficulties with numeracy and maths are also common with dyslexia.

m) Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder:

Signs of Attention Deficit (Hyperactivity) Disorder include inattention, restlessness and impulsive, erratic, unpredictable or inappropriate behaviour; blurting out inappropriate comments or interrupting excessively. If no hyperactivity is present, the term Inattentive ADHD (previously ADD) should be used: these individuals have particular problems remaining focused so may appear 'dreamy' and not paying attention. Children with this condition are very easily distracted, lose track of what they are doing and have poor listening skills. By failing to pay attention to details, they may miss key points of the teaching and learning.

Where the school identifies concerns in these areas we would guide the parents to gain professional advice. The school is unable to give a diagnosis on any of the above.

3.   Key Objective:

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

4.   Principles:

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.

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.

5.   Linked Policies & Documents
This Plan will contribute to the review and revision of related school policies and documents to include, e.g.

- School development plan

- Staff development plan
- Building and site development plan
- Equal Opportunities Policy

It should be read in conjunction with the School's SEND Policy.

6. Longacre School Accessibility Plan

This Plan sets out the proposals of Longacre School (including its Early Years) to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Improving access to the curriculum
2. Improving access to services and facilities
3. Improving access to information

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

In addition, the school holds an annual meeting of the Head, Bursar, SENCO and Estates Manager, to monitor accuracy of the Accessibility Plan and review provision for the following year's intake of pupils, their parents and also for new staff members joining the team. The ongoing review of the Five-Year Operational Plan will monitor progress against stated objectives and time frames.

7. Review of current needs

A key starting point for the School's Plan is the assessments of:

- Current pupil information
- The physical nature of the school and of the nursery
- The school's existing provision

	Longacre School
Current Pupils	There are no pupils or staff with a physical disability. No parent of a pupil is wheel-chair bound. One pupil has a sibling, who does not attend the school, who is disabled. We have a volunteer who is disabled and uses a wheelchair.
Physical Nature of Site	The School is within a woodland area. It is housed within a mix of buildings including an old Victorian building at its heart. Without considerable expenditure, some of the corridors, door widths and stairs make it difficult for all areas of the school to be accessible to those individuals with physical disabilities, although these are predominantly office spaces. More recent buildings do offer accessibility and the buildings erected since 2005 are constructed to current standards of access. A lift serves all floors of these teaching facilities. For staff members, those areas which are currently inaccessible will be avoided when assigning roles and responsibilities within the organisation. For children, there is flexibility to assign only those teaching rooms which are accessible for the majority, if not all, of their daily timetable. A working lift gives access to the Upper floors of the Founders Building where a good number of specialist classrooms, e.g. Art and Science are located and the Palmer Hall to the lower floor to access sports and performance lessons.

Existing Accessibility	**Admissions**
	The Admissions Policy is founded upon equality. Beyond the school requiring its pupils to display a level of ability and understanding to allow him/her to thrive at the school, it is non-selective. Places in the Early Years are awarded entirely on the basis of chronological application (with siblings taking priority) and desired sessions (by day and time of day) being available. Prompt return of forms, and payment of deposits, secure the place. Failure to follow the due administration process could result in the place being rescinded and offered to another party. Places are awarded on a first come, first served basis with siblings of existing pupils securing priority over pupils joining from outside the school community. Pupils in Form I and above are assessed on entry. All pupils undertake the same, age appropriate tests. Information about the admissions process currently appears on the website and within our literature which is mailed out to interested families on request. Special dispensation e.g. extra time to do the assessment will be given to those pupils who are known to have a special learning need at the time of the assessment where appropriate. Please note that for NVR assessments additional time is not permissible. The observations and recommendations of the Head or class teacher are given due weight and consideration. Places are not awarded on the grounds of physical, academic, financial or any other advantage. Access to the curriculum for all pupils is supported through differentiation by task, support and outcome, through the use of small focus intervention groups and one to one focused support. Children have access to many resources to assist access such as shaped cushions, pencil grips and reading rulers.

	Facilities The School Office and main areas of the School open to the public are accessible. The Palmer Hall (housing Sports Hall, Creative Arts Studio and peripatetic music practice rooms), are fully accessible with disabled access via a lift to all floors. Disabled toilet and shower facilities are accessible in the Palmer Hall. All teaching rooms in the Pre-School, Pre-Prep and Prep are all accessible via the use of lifts or ramp access. Porta cabins (temporary units) are able to offer disabled access via a portable ramp. The Library, Dining Room, kitchens and Medical Room are ground floor facilities all of which can be accessed. The Astro Turf and sports fields can be accessed albeit down a relatively steep slope. The rear gates can be used to access the Astro if required. The Learning Support classrooms, Staff Room, Senior staff offices, Conference Room and administrative offices are inaccessible due to being on the first and second floor of the Old School Building. All car parks are accessible although the top car park is easier to access. There are two disabled parking spaces outside the front of the School. No rooms are equipped with loop technology. None of the admissions information appears in Braille or in recorded form. Admissions are now, however, completed electronically so parents with loss of sight will be able to use a PDF reader to hear the information.

Action Plan for improving accessibility of physical site:

Area	Objective	Action	Priority	Timing
School House (Main Reception)				
Dining Room				
Main Building				
Overall	Research costing for anti-glare lighting in rooms not currently installed	Replace lighting in Jubilee block with anti – glare lighting.	2	Achieved Lent 2021
	Install hearing loop so that any future pupil with hearing loss can access all lessons and any visitors to the school can also fully partake in the school community.	Investigate and cost the possibility of putting in a hearing loop to all classrooms and the Palmer Hall.	2	Investigations to be completed by July 2022 with installation at the beginning of the academic year 2022/23 or sooner if required.
	Ensure site is fully accessible for children, staff and visitors with disabilities by doing full review of site and implementing any changes suggested.	Initially employ the services of an Accessibility Advisor to do a full review of the site.\n\nImplement the changes suggested and time bond the changes (in this plan) that are not able to happen straight away.\n\nReview the site every year to ensure that all equipment is still in good working order and to check that there are no further adaptions that can made.	2	Initial review to be completed by the end of the academic year 2021/22\n\nWith plan for implementation beginning academic year 2022/23\n\nThen yearly reviews.

Action Plan for improving educational accessibility:

Objective	Action	Priority	Timing
To improve the knowledge experience of SENCO and SEND team, to further enrich teaching and learning.	Learning Support Staff to attend SEN CPD courses and to SHARE / FEEDBACK to colleagues.	1	October 2019 3-day course attended by LJE SENCo Early Years LJE attended ADHD Executive Functions course. 13/03/2020
To seek support and guidance regarding behavioural issues relating to Speech and Language difficulties ADD/ADHD and ASD.	Training from Specialists in ADHD and ASD. Ongoing collaborative work with Speech and Language Therapist and Occupational Therapist for individual children.	1	Employed Learning Support Teacher with Speech and Language Specialism - Sept 2020 INSET booked April 2022 for ASD/ADHD and Dyslexia provided by STIPS SCC. Completed Member of Early Years team completed ELKLAN training Michaelmas Term 2021 INSET Training on neurodiversity 13/11/23
To improve knowledge and understanding of the pupils Specific Learning Needs on the SEN register.	Learning Support Staff to carry out informal assessments of all pupils who have reached a level 2 on the SEN register.		Achieved through monitoring of data and pupil progress meetings
To improve links between Learning Support and classroom practice.	Learning Support team to attend Year Group Meetings. Learning Support Team to offer teachers support with individual children Learning Support Team to liaise with external	Ongoing	Sept 2020 As required As required

	professionals and class teachers to ensure correct support given		
	Learning Support Team, Teachers and parents to work collaboratively on writing IEPS.		Twice yearly
	SENCO to attend termly progress meetings		Termly
Develop small inclusion groups to support access to overall curriculum	To continue accessing the EYFS discretionary funding	1	Ongoing Done
	Lego Therapy groups with Pre-Prep children.		Sept 2020 Achieved
	Learning Support Teacher has several Language skills groups across Pre- Prep.		Sept 2020 Achieved/ Ongoing September 2021 Added social skills groups in Pre Prep
To review current structure of the SEND department and to ensure SENCO has sufficient support to meet all children's needs and sufficient intervention	Review the roles and responsibilities of staff (focus on more involvement of TAs).	2	Achieved/Reviewing annually
Recruitment of 1-1 staff to meet the increasing needs	Review the requirements of the school	2	Continual review takes place as and when children accepted to the school who might require support
To increase awareness of SpLDs, predominantly dyslexia, dyspraxia and the implementation of strategies.	Staff training/INSET	2	Ongoing INSET: Dyslexia April 2022 Further dyslexia training for whole staff 06/09/23
	Working with external professional specialists in these areas.	2	
	External diagnostic reports to be read by the		Ongoing

	SENCO and then disseminated to the appropriate staff.		
To ensure that all pupils who are entitled to access arrangements for exams, have access to the provision for which they are entitled.	Parents advised if SENCO believes that a pupil would benefit from exam concessions. Parents signposted to appropriate assessments. If exam concessions are awarded SENCO/Director of studies to make sure the access arrangements are strictly adhered to.	Ongoing	Ongoing
Increase the number of texts for the dyslexic learner	Audit of current reading facilities Expand particularly for weaker readers – age appropriate texts To expand the phonic reading scheme for Reception and Form I To increase Dyslexia friendly reading books in the library.	2 1 2	Achieved Achieved Achieved -Sept 2020
To increase and improve the use of IT in Individual and group Learning Support lessons.	Use of IT resources which can read texts aloud Introduce a touch-typing club Investigate use of reader pens for children with Dyslexia. Children to be shown how to use the accessibility settings on school iPads such as changing the screen colour.	2 1	Ongoing Achieved - Jan 2020 Trial of Reader pen took place in November 2021 – not appropriate or good value for money. Yearly reminders at beginning of Michaelmas Term

			SEN department purchased 2 iPads with keyboards for specific children.
To improve the provision for disabled pupils.	To review all departmental policies and procedures to ensure provision is made to provide resources and information accessible to all.	3	Ongoing

Key: 1 = high priority, 5 = low priority