



Long Mountain Church of England Primary and Pre-Schol

Accessibility Plan 2026-2028

Current Good Practice

At Long Mountain Church of England Primary and Pre-School, we have a strong commitment to creating an inclusive environment where pupils with disabilities can fully access the curriculum, information, and physical spaces. Lessons are flexibly designed to meet diverse needs, supported by strategically deployed Teaching Assistants and ongoing SEND-focused professional development, ensuring tailored support and personalised learning. Communication is made accessible through systems like Widgit, enabling pupils with varied communication needs to engage fully, while efforts continue to improve accessibility for families. The school's single-level site features sensory-friendly lighting, and calm, inclusive spaces such as Zen Room, Nurture Room and Learning Zone, supporting both physical and emotional well-being. We have recently introduced OPAL Play which means our inclusive playtimes promote meaningful engagement for all pupils and we monitor the engagement in play for all pupils.

Objectives and Action Plan

Increase the extent to which pupils with disabilities can participate in the curriculum

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Increase the use of one-page profiles to gather pupil voice on how they learn best	<ul style="list-style-type: none"> - Develop a standard template for one-page profiles focusing on learning preferences and needs - Train staff on how to create and use one-page profiles effectively - Involve pupils and parents in co-creating profiles - Integrate profiles into planning and review meetings - Regularly update profiles to reflect pupil progress and changing needs 	<ul style="list-style-type: none"> - All SEND pupils have up-to-date one-page profiles - Evidence of pupil and parent involvement in profile creation - Teachers demonstrate use of profiles in lesson planning - Profiles reviewed and updated at least twice yearly 	SENCo, Class Teachers, TAs	Spring term 1, ongoing updates twice yearly
Support staff in the use of adaptive teaching strategies	<ul style="list-style-type: none"> - Provide targeted CPD sessions on adaptive teaching techniques for SEND learners - Facilitate peer observations and sharing 	<ul style="list-style-type: none"> - Increased staff confidence in using adaptive strategies - Documented examples of adaptive teaching 	SENCo/Headteacher/Subject Leaders	CPD termly, monitoring ongoing

	of best practice - Develop a resource bank of adaptive teaching strategies and tools - Monitor and evaluate the implementation of adaptive strategies in classrooms through learning walks and feedback - Provide opportunities for staff to liaise with outside professionals for specialist advice	- Positive feedback from pupils on learning experiences - Demonstrable impact on SEND pupil engagement and progress		throughout the year
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Improve and maintain access to the physical environment

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Conduct a full physical accessibility audit annually, involving pupils with disabilities and their families, to identify areas for improvement and update the plan accordingly.	- Develop audit checklist aligned with Equality Act 2010 requirements and OFSTED framework - Engage pupils with disabilities and their families in the audit process via surveys, focus groups, and walk-throughs - Conduct the audit covering all school areas including classrooms, corridors, playground, and facilities - Analyse findings and identify priority areas for improvement - Update the accessibility plan based on audit outcomes - Share audit results and updated plan with staff and governors	- Audit completed annually with documented findings - Active involvement of pupils and families in the audit process - Clear, actionable recommendations identified and recorded - Accessibility plan updated and published reflecting audit outcomes - Positive feedback from stakeholders on consultation and transparency	SENCO	Annually, starting Spring Term 2 2026

<p>Review and update personal emergency evacuation plans (PEEPs) for all pupils and staff with physical or sensory needs, and ensure all escape routes are accessible</p>	<ul style="list-style-type: none"> - Identify all pupils and staff requiring PEEPs through consultation with families and staff - Conduct risk assessments of escape routes to verify accessibility - Modify or improve escape routes as needed to ensure safe, independent evacuation - Train staff on updated PEEPs and evacuation procedures - Communicate PEEP information clearly to all relevant parties - Conduct evacuation drills including pupils and staff with disabilities to test plans 	<ul style="list-style-type: none"> - All PEEPs reviewed and updated by end of Term 1 2025 - Escape routes confirmed accessible and any barriers addressed - Staff trained and confident in implementing PEEPs - Successful evacuation drills involving pupils and staff with disabilities - Documentation of PEEP reviews, training, and drill outcomes maintained 	<p>SENCO /Headteacher/ SBM</p>	<p>Complete review and updates by end Term 2 Spring 2026; ongoing monitoring annually. Reviewed after each fire drill (termly)</p>
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Improve the availability of accessible information to pupils with disabilities

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<p>Ensure that the information presented to parents is accessible to all</p>	<ul style="list-style-type: none"> - Review and update the school website to ensure it is fully compatible with screen readers. - Audit all school communications (newsletters, SEN information report) to remove jargon and simplify 	<ul style="list-style-type: none"> - Website passes accessibility checks and is confirmed screen reader compatible. - Newsletters and SEN reports are easy to 	<p>Headteacher & SENCO</p>	<p>Review and complete within 6 months; ongoing monitoring annually</p>

	<p>wording.</p> <ul style="list-style-type: none"> - Adapt newsletters and reports to be screen reader friendly. - Provide training for staff on creating accessible digital content. - Seek feedback from parents with disabilities on the accessibility of communications. 	<p>understand and free from jargon.</p> <ul style="list-style-type: none"> - Positive feedback from parents on accessibility. - Staff demonstrate confidence in producing accessible documents. 		
<p>Ensure that communication with non-English speaking families is effective</p>	<ul style="list-style-type: none"> - Identify the main languages spoken by families in the school community. - Use translation services or bilingual staff to provide key communications in these languages. - Provide interpreters for important meetings and events where needed. - Train staff on cultural awareness and effective communication strategies with non-English speakers. 	<ul style="list-style-type: none"> - Increased engagement and positive feedback from non-English speaking families. - Staff report increased confidence in communicating with these families. - Attendance at meetings/events improves among non-English speaking parents. 	<p>SENC O & SBM</p>	<p>Initial rollout within 6 months; review and expand annually</p>