



Accessibility Audit & Plan

Long Mountain CE Primary School	Date of completion: June 2022
Beth Rowe	Role: Headteacher

1. Is your educational setting compliant with the Equality Act 2010?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	✓	On website		

2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓	In part. Discussed with a sample of SEND parents through termly review. Discussed with a sample of pupils.		
3	Is everyone in your setting aware of the Equality Act 2010?	✓	Ongoing work needed to keep awareness high.		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	Individualised plans for children needing reasonable steps to avoid being placed at a disadvantage.		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	✓	See APDRs, also staff training, regular staff meeting time devoted to SEND support, understanding etc.		
6	Have you published your SEN information report?	✓	On website		
7	Is your SEN information report linked to the Local Offer?	✓	On website		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	✓	Lesson observations, learning walks, professional discussions, SEND record keeping. Positive comments in Ofsted report (Jan 2022)		
9	Do you have inclusive, whole school policies, processes and practices?	✓	On website		

10	Do you proactively including pupils/students with SEND, and their families, in all enrichment activities?	✓	Example – staff organize lifts for pupils to enable them to attend extra-curricular activities and events.		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.	✓	See 'Star of the Week'. Positive notes/phone calls home.		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	✓	Where appropriate.		

2. Is your setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓			
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?		n/a		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓	Site is safe and well lit. Safer Schools Review.		

4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	✓	Emergency lighting and alarm.		
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	Fully accessible toilets for EYFS pupils within preschool room (including safe changing space), accessible toilet for pupils and/or wheelchair user opposite staff room.		
6	Are calm low sensory areas available in the setting?	✓	Yes – pre-school have low sensory teepee available. Use of library (refurb ongoing).		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	Meet needs of current pupils and adjustments are made if necessary.		
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	As far as possible. Staff are reducing visual distractions e.g. removing cluttered displays. Access is monitored and adjusted to meet needs of current children and classrooms.		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓			

10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?		N/A		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?		N/A		
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			✓	If a child or adult with visual impairment required Braille signs and symbols, this would have to be addressed.
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?			✓	If a child or adult with visual impairment required Braille signs and symbols, this would have to be addressed.
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	✓	Discussion at PCP review. Building meets needs of current pupils and adjustments are made if necessary.		

3. Is your setting inclusive?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	✓	Meet needs of current pupils and adjustments are made if necessary.		

2	Are pupils/students with SEND included in pupil/student forums e.g. school councils		N/A – no student council currently in operation. Pupil voice gathered through children’s contribution to their SEND review meetings.		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	✓	Staff work hard to ensure all children can access all aspects of the school day. Additional staffing in place to support children with additional needs.		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	✓	Financial support made available to support specific pupils e.g. access to after school clubs (paid by school). BR works with variety of organisations to get additional support for pupils as needed.		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	Time is devoted to transition points between pre-school settings and school and throughout school transition. Close working relationship with feeder secondaries – dedicated SEND handover.		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓	Meet needs of current pupils and adjustments are made if necessary.		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	PSHE curriculum and additional nurture groups (No Worries) support this.		

8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	HT and EWO meet half-termly to discuss and support families. Swift identification of persistent absence and supportive approach taken in conversation with family.		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	✓	Behaviour policy Worship/Assembly planning PSHE planning Review of behaviour strategies (annually) 2022-23 plan to use Paul Dix restorative model.		
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	Meet needs of current pupils and adjustments are made if necessary.		

4. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓	Outcomes in children's books, culture of aspiration, curriculum drivers and design. Ofsted Jan 22 – positive for SEND.		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Half-termly SEND focus in staff meetings. Additional		

			CPD available and used to support skills of staff.		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	Yes. Meet needs of current pupils and adjustments are made if necessary.		
4	Do classteachers/PE staff know how to include pupils/students with disabilities in PE?	✓	Inclusive approach by all teachers and specialist PE coaches. Extends to after-school sport's clubs too.		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	PCP discussions and termly review meetings for APDR.		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	GSP in place for 1 pupil. 1 child with EHCP.		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	Children with SEND have APDR paperwork which is reviewed termly with all stakeholders.		
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?		No recent data		
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?		No recent data		
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓	Adjustments are made (discretely) to make homework accessible to all.		

11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	HT or class teacher briefs supply teachers on additional needs within the class. Class based SEND folders include key information.		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	Release time with HT and SENDCO is provided to support class teachers, when needed.		
13	Do pupils/students with SEND have access to appropriate information technology?	✓	Distribution of iPads and laptops within classes.		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓	Continues to be an area we are improving on – training, modelling and coaching being used to develop best practice.		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	Meet needs of current pupils and adjustments are made if necessary.		

5. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	Meet needs of current pupils and adjustments are made if necessary.		

2	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	See Website		
3	Do you hold review meetings etc at times when parents are able to attend?	✓	Always offer flexible options – including driving to family home if attending school is difficult due to transport issues.		
4	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓	Use of Seesaw, home visits, phonecalls etc – to meet needs of different families.		
5	Is information available in a variety of languages?			✓	Not currently needed. HT has advice on where to get translated key information e.g. Oxana (Longden) – link for Ukrainian families – if needed.
6	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?	✓	Will offer flexible options if needed. HT not had any requests for adapted information. If admin/HT/CT feel a parent may be struggling with communication, we talk to families about what might help and put this in place.		
7	Are staff familiar with IT used to share information with people with disabilities?			✓	HT to research and share with staff.
8	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓	PSHE and RSE curriculum. Displays		

			around school and in classrooms.		
19	Do you give children/young people and their families information about Early Help, SEND Local offer etc?	✓	On website – also shared in face-to-face meetings if needed/appropriate.		
10	Do you signpost families without the internet to libraries to access information and the Local Offer?	✓	Additional support would be given if a family had no access to the internet.		
11	Do you use the Local Offer to keep up-to-date with SEND developments?	✓			

Accessibility Plan

	Area for Development	Action Planned	Time scale
1	Produce accessibility plan in collaboration with young people, families and other stake holders.	HT to continue to involve wider school community in review of accessibility plan in future year. Re-establish school council.	June 2023
2	Keep awareness of the Equality Act 2010 through staff meetings (and Sept PD Day)	HT to refresh staff training around Equality Act 2010.	Jan 2023
3	Make calm, low-sensory areas available within setting.	Work with British Dyslexia Association guidance to reduce distractions in classroom displays. In place in KS2 (July 2022). Staff training and implementation across whole school.	June 2023
4	Are staff aware of digital resources used to support people with disabilities?	HT to share updates received through network meetings.	Ongoing