LONGFIELD ACADEMY

Accessibility Plan

Updated: September 2016
Review: September 2019

LONGFIELD ACADEMY

Accessibility Plan

1. This Accessibility Plan has been drawn up to reflect the current position at Longfield Academy. It reflects the views of the students, parents, staff and governors of the Academy. The building has been designed to meet and supersede all current access and legislated requirements. Longfield is a highly inclusive academy working together with all the stakeholders.

2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Longfield Academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the Academy. The Accessibility Plan will contain relevant actions to:

   - Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education.

   - Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with and without a disability are equally prepared for life. This covers teaching and learning and the wider curriculum of the Academy such as participation in extra-curricular clubs and activities, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

   - Improve the delivery of written information to students, staff parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the Academy and relevant Academy events. The information should be made available in various preferred formats within a reasonable time frame.

4. Action Plans relating to these key aspects of accessibility have been prepared, these plans will be reviewed and adjusted on an annual basis.

5. We acknowledge that there is a need for ongoing raising awareness of disability and access, this will include training for staff, student, parent and governors in the matter of disability discrimination act and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with other policies including
   - Curriculum
   - Teaching and Learning
   - Equal Opportunities and Diversity
   - Equality Objectives
   - Staff Development
   - Health and Safety (including off-site safety)
   - Special Educational Needs
   - Academy Prospectus and its ethos and vision
7. Curriculum policies will address issues of Equality and Diversity. All governors' committees will have regard to matters relating to access.
8. The Academy's complaints procedure cover the Accessibility Plan.
9. The Plan will be monitored by governors through the Finance and General Purposes committee of the governing body.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.

Appendix A

Longfield Academy: Accessibility Action Plan

Development Area	Targets	Strategies	Outcome and by when	Goals Achieved
Curriculum delivery	Classrooms are organised for students with disability.	Guidance from specialists (Eg Specialist Teaching Service – hearing impaired and physical disability) taken in arranging classrooms for maximum benefit to disabled students.	Monitoring indicates SEND taking into account organising the environment for learning.	Disabled students are able to access learning environment more effectively.
	The Curriculum reflects understanding and tolerance of disability	The PSE schemes of work and tutor time projects/assembles incorporate and ethos of being all inclusive. They further reflect opportunities for debate, discussion and learning about others.	Ongoing throughout the year.	Students have a raised awareness of others, their abilities and a highlighted degree of tolerance and understanding.
Extra-Curricular	SEND students are able to access all clubs/visits	LSA's/DOL's to identify opportunities for students with SEND.	Monitoring indicates increased uptake of clubs by students with SEND.	Disabled students are able to access extra-curricular clubs more effectively.

Development Area	Targets	Strategies	Outcome and by when	Goals Achieved
Curriculum delivery/delivery of materials in other formats.	Targets on provision /personalised used by classroom staff and understanding of support needs (eg additional time requirements in practical work) understood and planned for. Classroom staff have regard to sensory needs and learning styles of students (eg diagrams described and visual aids read out loud. Copies of slides and diagrams available to student).	SEND information available to all staff and further training on implementation and differentiation of curriculum required.	Monitored indicates differentiation in place targeted at SEND and other nominated students.	Disabled students able to access curriculum more effectively.

Development Area	Targets	Strategies	Outcome and by when	Goals Achieved
School design for disabled students. Annual Review Undertaken	Accessibility for all disabled students.	Review of accessibility issues and obstacles dependant on need.	Plans drawn up show clearly how disabled access is undertaken.	Issues arising from design of buildings reduced. Disabled students able to access all physical areas of the new buildings without difficulty.
Delivery of materials to stakeholders	Quality and clarity of written information to stakeholders and is accessible to all	Personalised letters/telephone calls for identified stakeholders. Use of SEND support staff and external agencies ie translators	Information is accessible to all stakeholders	Stakeholders with SEND are able to access all information effectively.