



**Longwell Green Primary School Accessibility Plan 2018 - 2021**  
**Short/Medium/Long Term**

**Short Term**

<b>Intended outcome</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Time Frame</b>	<b>Responsibility</b>	<b>Monitoring/ comments</b>
1. Integrate new pupil with hearing difficulties into school	Introduce new items to muffle sound, eg tough trays for play, table covers, insert foam into pencil pots	Child is able to access all areas of EYFS	Ongoing	SENCO	Progress is good
2. Plan to audit school policies to ensure that there are no discriminatory policies, phrases, procedures or practices	New policies being written by staff and governors will follow these guidelines.  The school will use staff and governor expertise to help systematically 'disability proof' all policies as part of a rolling programme	All new policies will follow guidelines.  As existing policies are reviewed they will be checked for any disability discrimination in terms of phrases, procedures and practices and amended accordingly.	As policies are reviewed or developed.	HT	Ongoing
3. Audit Fire Exits and signage for pupils with visual impairments	Discuss with H&S/Alliance schools with a view to improving the number of Fire Exit signs and locations	Improved safety in event of a fire for:- a)visually impaired pupils; b)visually impaired visitors to school	H & S Review – July 2019	SBM	Awareness of need for PEEP for regular visitors/staff/pupils  SBM to look at changing signage for those with visual impairments
4. In refurbishment programmes, incorporate appropriate a: colour schemes to benefit pupils with visual impairments. b: Window blinds installation	Colour schemes chosen to benefit children with visual impairments; Before redecoration advice sought from RNIB and staff/governors with expertise and parents.	Classrooms made accessible to pupils with visual impairments through use of appropriate colours and blinds.	Ongoing – implemented in EYFS and being discussed with other staff	SBM	SBM to look for recommendations online to support accessibility

4. Create ASC Inclusion areas in all classes	With movable partitions create calming areas within the each class			SENCO/SBM	Item to be removed as this has not worked as hoped in practice
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### **Medium/Long Term**

<b>Intended outcomes</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Time Frame</b>	<b>Responsibility</b>	<b>Monitoring/comments</b>
1. During refurbishment programmes plan to increase the schools stock a: pupil classroom chairs with arms. b: washroom taps with levers. c: large computer screens.	Following review of school premises and needs of pupils buy pupil classroom chairs with arms.	Physical access to the classroom seating being improved	Over period 2018-2021	SBM	Ongoing
2. In refurbishment programmes, incorporate additional lower level signs at handle height with appropriate raised symbols and colours.	Before installation seek advice from RNIB, staff/ Governors. parents and special schools with expertise.	Signs accessible to children with visual impairments and those in wheelchairs.	Over period 2018-2021	SBM	Ongoing

Signed \_\_\_\_\_ Signed \_\_\_\_\_

Chair of Governors  
Date

Headteacher  
Date

Reviewed October 2018  
To be shared with Governors Autumn 2018, reviewed May 2019