Accessibility Policy at Longvernal Primary School

Midsomer Norton Partnership Trust

Reviewed: October 2026

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Disability Equality Scheme and Accessibility Action Plan

Longvernal Primary School aims to ensure equal treatment of all its children, employees and any others involved in the school community. Anyone with any form of disability is not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching where necessary, reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

General Duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff and those using services provided by the school.

In addition to the above general duty to promote Disability Equality, the school has specific duties placed on it to:

- Report on progress annually

Specific Duties

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

a) Involvement of people with disabilities in developing the scheme	The school will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme by: • Educational Health Care Plans (EHCPs), Individual Support Plans (ISPs) and Annual Reviews with SEND children/parents • Analysis of available school disability data • Meeting with parents at consultation evenings
b) Developing a voice for children, staff and parents/carers with disabilities	The school is developing opportunities for children with disabilities, staff and parents/carers by: • Including children and parents/carers in review meetings where appropriate • Including children and parents/carers in questionnaires • Class teachers discussing issues regularly with children (via PHSE and SEAL projects) • Use of the School Council
c) Encouraging participation in public life by people with disabilities	The school ensures that children with disabilities are represented and encouraged to participate in: • Activities and music lessons • Performances • Sports activities • School Council • Off-site school experiences including residential visits Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken as necessary to ensure the safety of all participants in any activity.
d) Eliminating harassment and bullying	The school has clear policy on anti-bullying (Dealing with conflict).
e) Promoting positive attitudes towards	The school promotes positive attitudes towards people with disabilities by: • Ensuring displays and resources reflect diversity people with disabilities • The curriculum positively promoting difference • Teachers taking into account EHCPs when planning lessons • Use of outside agencies to support staff training

f) Removing Barriers 1. learning	The school removes barriers by: • Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations. • Having appropriate seating and desk support available to provide necessary back support where required.

	• Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. ● Teachers are provided with information specific to individual children. • Ensuring children with disabilities have access to extracurricular activities. • If necessary, install braille signs for visually impaired children. • If necessary, clearly marking the edges of steps and external walkways for visually impaired children. • If necessary, installing a sound loop for hearing impaired children. • Using coloured backgrounds on Interactive Whiteboards to aid children. • If necessary, using resources with a cream coloured background rather than a white one. • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • Ensuring that all children have equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children. • Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers. • Having strong links with external partners e.g. Advisers, Social Services, Health Service, Sensory Support service, Speech and Language therapists, Specialist teachers, play and dance therapists • Using external advisers to support meetings where necessary • Using external advisers to assist with planning of PSHE programme where appropriate • Providing staff INSET on teaching children with additional needs as relevant.

2) Access	The school ensures that all areas of the curriculum can be delivered from a significant number of classrooms. There are disabled toilets available in the school. There are ramps in the school enabling all parts of the school to be accessible. Parents and visitors are permitted to park at the school if there is an accessibility need. Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school. A BSL interpreter will be provided for hearing impaired parents/carers on request.
g) Impact Assessment	The School undertakes Disability Equality Impact Assessments through specific activities: • The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. Annual Reviews, Year Reports
h) Governors Meetings	Meetings will be held in locations that are accessible to people with disabilities when the need arises.
i) What disability data is currently collected	The school currently collects the following disability data (qualitative and quantitative) 1. For all children, including those with additional needs:- • Admission forms • The total number of children with disabilities • Home and contact details • Outcomes of lesson observations to ensure that there is a consistent process for monitoring all teaching. 2. For children with additional needs:- • SEND Support Agreement letters, LSPs, Annual Reviews • SEN Register • Integration of children with disabilities including access to the curriculum. 3. For staff:- • The total number of disabled staff • Number of appointments of disabled staff
j) Reviewing and monitoring	• School Leadership Team • Local Governing Body