



Accessibility Plan

Created	September 2026
Next Review	September 2027
Name	Edward Barnes
Job Title	Headteacher

✓ Document Purpose

This policy reflects the values and philosophy of Longdon Parkway in relation to accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF. Longdon Parkway caters for pupils with Autism and as a 'special school' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

- we are committed to providing an accessible environment which values and includes all pupils, staff, parents 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.
- Longdon Parkway plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy; The school recognises its duty under the DDA (as amended by the SENDA)
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- the Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

✓ Audience

This policy is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

A copy of the policy is available in the Head Teacher's Office and is available for:

- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

✓ Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

✓ Key Objective

Longdon Park will continue to develop the school with the following objectives in mind.

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

In performing their duties, management and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a

broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum.

Longdon Park Accessibility Plan

Recommendations from assessment carried September 6th 2026

Item	Activity/Item	Timescale	Note
H - INFORMATION	All of our information is accessible electronically and so can be enlarged on screen.	If required, we can provide enlarged print versions of any materials published	We should have a note on our website which encourages people to ask if they require adapted versions or easier read versions

Date of survey: Sept 26

A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	✓		Direct
A02. Is the building within convenient distance of public transport?	✓		
A03. Is the building within convenient distance of car parking?	✓		Allocate from spaces for increased accessibility, taxi, delivery spaces
A04. Is the route clearly marked/found?	✓		<i>Clear signs</i> <i>Outside signage</i>

A05.	Is the route free of kerbs?	✓		
A06.	Is the surface smooth and slip resistant?	✓		
A07.	Is the route wide enough?	✓		
A08.	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
A09.	Is it adequately lit?	✓		
A10.	Is it identified by visual, audible and tactile information?	✓		Visual and tactile
A11.	Is there car parking for people with reduced mobility?	✓		Parking bay closest to reception
A12.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
A13.	Is the car parking as near the entrance as possible?	✓		
A14.	Is the car parking area suitably surfaced?	✓		Area with parking bays is suitably surfaced and car park
A15.	Is the route to the building kept free of snow, ice and fallen leaves?	✓		Maintained dependant of season, out of hours emergency procedure in place in event of adverse weather
A16.	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	✓		

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B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

Tick the Y or N column as appropriate and add notes if necessary.

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	✓		
B02. Is it wide enough and suitably graded?	✓		
B03. Is the surface slip resistant?	✓		
B04. Are there kerbs and are there edges protected to prevent accidents?	✓		
B05. Are there handrails to one or both sides? (delete)		✓	No requirement
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	✓		
B07. Are there (alternative) steps?	✓		
B08. Identified by visual/tactile information?	✓		
B09. Are there handrails to one or both sides? (delete)	✓		
B10. Are ramps and steps adequately lit?	✓		
B11. Are treads and risers consistent in depth and height?	✓		
B12. Are all nosings marked and/or readily identifiable?	✓		
B13. Are landings of adequate size and are they provided at intermediate levels in long flights?	✓		
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9		✓	

Date of survey...Sept 2026

C – HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
C02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
C03. Do any lobbies allow users, (Inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	✓		
C04. Is turning space available for w.ch. users?	✓		
C05. Do natural and artificial lighting avoid glare and silhouetting?	✓		
C06. Are there visual clues for orientation?	✓		
C07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	✓		
(b) avoid light reflection and sound reverberation?	✓		
C08. Do textured surfaces convey useful information for people with impaired vision?		✓	New signs . – Order Dec 26
C09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
C10. Are there tactile signs and information for those with impaired vision?		✓	New signs
C11. Is the maintenance of these items checked regularly?	✓		

C12.	Is lighting designed to meet a wide range of needs?	✓		
C13.	Is sufficient circulation space allowed for wheelchair users?	✓		
C14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
C15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
C16.	Are all areas for assembly/meeting equipped with an induction loop system?	✓		
C17.	If the use of an induction loop system is precluded is an infra-red system in place?	✓		
C18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?	✓		
C19.	Are telephones fitted with inductive loop couplers?		✓	To review
C20.	Is a minicom available for use by people with hearing disabilities?		✓	To review

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D – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
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D01.	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting?	Y		
D02.	Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	Y		
D03.	Is any level change clearly lit?	✓		
D04.	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable?	✓		
D05.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	✓		
D06.	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	✓		
D07.	Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	✓		
D08.	If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	✓		
D09.	Are steps available as an alternative to any ramp or ramped surface?			N/A
D10.	Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)		✓	Not included in building plans
D11.	Platform Lift		✓	Not included in building plans
	(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			N/A
	(b) Is the platform adequate for wheelchair use and manoeuvre.			N/A N/A
	(c) In the event of a power failure does the platform return to lower level?			N/A N/A
	(d) Is the equipment maintained and its operation checked regularly?			N/A N/A
D12.	Stairlift (delete)			N/A

(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			N/A
(b) Is the platform adequate for wheelchair use and manoeuvre?			N/A
(c) Is approach convenient and safe at all appropriate landings?			N/A
(d) Does the stairlift have a 'Soft-Start' action?			N/A
(e) When not in use is the platform powered to fold away to avoid obstruction?			N/A N/A
(f) In the event of a power failure does the platform return to lower level?			N/A N/A
(g) Is the equipment maintained and its operation checked regularly?			N/A
D13. Lift			N/A
(a) Is the lift's location clearly defined by visual and tactile information? (delete)			N/A N/A
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			N/A N/A
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			N/A N/A
(d) Does the lift door open widely enough for wheelchair user access?			N/A N/A
(e) Does door operation allow slow entry and exit?			N/A
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			N/A N/A
(g) Does the car have appropriate support rails?			N/A
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?			N/A N/A N/A

(i) Is there audible floor indication?			N/A
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)			N/A N/A
(k) Is the lift regularly maintained and its functional operation routinely checked?			N/A

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E - DOORS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
E01. Do the doors serve a functional/safety purpose?	✓		
E02. Can they be readily distinguished?	✓		
E03. If glass, are they visible when shut?	✓		
E04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		
E05. Does the clear opening width permit wheelchair access?	✓		
E06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		

E07.	Is any door furniture/handle at a height for standing/sitting use?	✓		
E08.	Are door/handles clearly distinguished?	✓		
E09.	Can the door furniture/handles be easily operated/grasped?	✓		
E10.	If door closers/mechanisms are fitted do they provide the following:			
	(a) security linkage?	✓		
	(b) delay-action closure?	✓		
	(c) slow-action closure?	✓		
	(d) minimum closure pressure?	✓		
E11.	Is door/mechanism function checked regularly?	✓		

General notes to block:

Date of survey...September 2026

F - LAVATORIES

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
F01. Is WC provision made for people with disabilities?	✓		
F02. Do all lavatory areas have slip-resistant floors?	✓		
F03. Are they easy to distinguish by colour contrast from walls?	✓		

F04.	Are all fittings readily distinguishable from their background?	✓		
F05.	Are all door fittings/locks easily gripped and operated?	✓		
F06.	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
F07.	Is provision made for wheelchair users? If so:	✓		
F08.	Is wheelchair approach free of steps/narrow doors/obstructions, etc?	✓		
F09.	Is the location clearly signed?	✓		
F10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
F11.	Are the door fittings/locks and light switches easily reached and operated?	✓		
F12.	Is there an emergency call system and is someone designated to respond?	✓		
F13.	Can the emergency call system be operated from floor level?	✓		
F14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
F15.	Are the fittings arranged to facilitate these manoeuvres?	✓		
F16.	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
F17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
F18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
F19.	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	✓		
F20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left sided approach and a right-sided approach?	✓		

General notes to block:

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G – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
G01. Is any servery/counter accessible to all users, including those with hearing impairments?	✓		
G02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	✓		
G03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	✓		
G04. Is it possible for people with disabilities to serve as volunteers?	✓		
G05. Are all fittings readily distinguishable from their background?	✓		

G06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		
G07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
G08.	In any staff accommodation is it suitable for use by people with disabilities including wheel chair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	✓		
G09.	Are all relevant locations clearly signed?	✓		

General notes to block:

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H - INFORMATION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
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Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
H01. Is the building equipped to provide hearing assistance?	✓		
H02. Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
H03. Is there a tactile plan or diagram of the building?	✓		
H04. Are there large-print versions of information about the building/activities available?	✓		

H05. Is there 'braille' information available for people with visual disabilities?		✓	No children with VI
H06. Is there an 'audio' version of information about the building available?		✓	Information provided in an accessible format where required.
H07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	✓		All staff renew ASC training.
H08. Where a payphone is provided does it have a hearing aid coupler?		✓	No payphone
H09. Are all relevant locations clearly signed?	✓		
Notes: Therapy team reviews classrooms and spaces when a new student joins the school. If adaptations are required, they are made based upon professional input.			

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I – MEANS OF ESCAPE Consider each question from the perspective of each type of disability: • Wheelchair • Ambulant • Dexterity Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
I01. Is there a visible as well as audible fire alarm system?	✓		
I02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		

I03.	Is evacuation possible using an evacuation lift/platform lift with a protected power supply?	✓		
I04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	✓		
I05.	If refuges are available are they equipped with 'carry chairs'?		✓	Not required
I06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
I07.	Is the evacuation strategy checked regularly for its effectiveness?	✓		
I08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	✓		
I09.	Are all fire warning devices and detectors checked routinely and regularly?	✓		

General notes to block:

Fire safety audit completed bi-annually by an independent company and any recommendations completed.