



# The Federation of Longhorsley and Whalton C of E Schools



*Love your Neighbour as yourself so we can all aspire, believe and  
achieve to be the very best that we can be...*

*Hope - Honesty - Forgiveness - Friendship - Trust - Love*

## Accessibility Plan September 2024

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

You can read more about substantial and long term effects [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

### Objectives

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

### **Contextual Information**

The school buildings at both schools are accessible, and have accessible facilities, including ramps and adaptations.

### **Current Disabilities (2024)**

The schools support children with a wide range of disabilities, which include:

- moderate and specific learning difficulties of which speech and language acquisition is the most common
- communication difficulties - including children with a diagnosed Developmental Language Disorder
- children diagnosed with Autism (ASD) or Attention Deficit Hyperactivity Disorder (ADHD)
- behaviour, anxiety, attachment, including social, emotional and mental health difficulties
- medical conditions, including genetic conditions

Appropriate training has been provided for staff and where applicable they are supported by additional professionals involved with the children. We also have staff who are trained in First Aid and staff are trained by other health professionals for other known medical conditions, such as; Diabetes, Asthma or Nut Allergens and these records are kept up to date. The school has a current and compliant policy for managing medical conditions in school, which can be viewed on our website.

Our Federation Accessibility Plan is implemented, reviewed and revised as necessary and reported on annually. We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families.

### **Increasing access to the curriculum for disabled pupils**

Improving teaching and learning lies at the heart of The Federation of Longhorsley and Whalton CE Schools. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Target	Strategy	Timescale and responsibility	Success criteria
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<p>All classrooms have a vast majority of their wall space in neutral colours and/or only display on the boards so it is not too overwhelming.</p>	<p>The vast majority of display boards are backed in hessian or black with neutral colour borders. This avoids where possible sensory overload to children</p>	<p>All school staff when joining school are aware of the general classroom expectations and this is a point that is referred to within this document</p>	<p>75% of the classroom wall space is neutral colours and children's sensory needs are met</p> <p>We also invite Northumberland HINT team into our school, each year and check the environment for our current learners</p>
<p>Ensure that all staff are aware of the needs of individual children with Special Educational Needs or a Disability when planning and delivering the curriculum. Including the use of the Northumberland Graduated Approach system</p>	<p>Maintain Individual Education and Health Care Plans and children's Support Plans.</p> <p>Liaise with outside agencies to ensure that information with other agencies involved with the child, have the most up to date information and planning has been informed by their advice offered</p>	<p>All school staff are involved with the planning, implementation and the review of children's plan, at the minimum we have 3 formal reviews at the end of each term to plan a child's next steps and for EHC Plans, it is the same plus a formal annual review process</p>	<p>Information sharing supports staff to create the best inclusive environment for every child with SEND</p> <p>Parents/carers understand the role they can play in sustaining development - any adaptations that have been carefully considered are also discussed with families to ensure that they support these and understand our reason for changes</p>
<p>Ensure that all staff have a basic understanding of Makaton</p>	<p>5 staff are now trained across the Federation in Makaton and support the staff team to understand some key signs</p> <p>Continue CPD and share with other</p>	<p>Academic Year 2023-2024 (3 staff trained). This academic year 2024-2025 - an additional 2 staff trained) SENDCo to lead and share knowledge with staff across the</p>	<p>Classrooms clearly labelled with Makaton, children to use some Makaton to communicate with one another, learning through songs and lessons where appropriate</p>

	<p>school colleagues</p> <p>Purchase In Print from Widgit to support children with the use of Makaton throughout school</p>	<p>Federation and additional enhancements to be included in church services, family events and Federation days</p>	<p>Symbols for widgit used across the classrooms for consistency of approach</p>
<p>Ensure that all staff have access to and an awareness of the range of services available to support children and young people, in particular those connected with emotional health and wellbeing</p>	<p>Ensure that local directories, referral routes and providers are familiar to all staff (Thrive Federation based practitioner, external use of the School Nursing Teams, Primary Mental Health and Children and Young People's Services), as well as the Emotional Wellbeing and Behaviour Team from Northumberland County Council Team Around the Family meetings can be formed to support families</p>	<p>Executive Head Teacher attends Partnership heads Meetings</p> <p>SENDCo attends half termly Partnership meetings, where possible, to keep up to date with new initiatives - in line with the newly formed Font Alliance</p>	<p>Improved access to prompt, specialist support for children and their families</p> <p>Barriers to emotional health and wellbeing are addressed</p>
<p>Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum</p>	<p>Ensure that all staff and governors are familiar with and follow the school's current policy for managing medical conditions in school</p>	<p>Head Teacher SENDCO All staff</p>	<p>The principles of the guidance are evident in practice. Family and school contact ensures that school addresses medical needs and applies for funding to ensure medical support on site, as and where appropriate</p>
<p>Emotional health barriers are addressed by all staff to develop strategies</p>	<p>Emotional dysregulation can be addressed promptly and children's</p>	<p>SENDCo implementing the approach in school</p>	<p>Children feel safe, secure and are able to access support to deal with emotional</p>

to support emotional and social development	emotional health needs addressed  Referrals made to Primary Mental Health workers, where appropriate and if needed support from the Education Welfare Officer	Teaching Assistants offered training to match children's EHC Plans  <u>This academic year, additional training has been offered for:</u>  <input type="checkbox"/> Dyslexia <input type="checkbox"/> Dyscalculia <input type="checkbox"/> ASD <input type="checkbox"/> ADHD <input type="checkbox"/> DLD <input type="checkbox"/> IT training for specific aids	challenges that might impede learning
Every pupil has access to a toolkit of strategies, to remind them of the range of approaches available to them. These are bespoke to the individual child and reviewed, as appropriate	Toolkits are shared and used by all staff, where appropriate, throughout the course of the child's day	All staff who are involved with the child are aware of this toolkit of strategies and support the child accordingly	Familiarity and preparation mean that children are well prepared for the new situations and are prompted to use strategies that have been rehearsed
Ensure that resources and images within the schools reflect the diversity of our community and project positive images of people with disabilities	Monitor resources and images to ensure target is met	All staff	Children and staff will have positive images of disability reflected around the schools

### **Improving access to the physical environment of the school**

Our sites are relatively small and all of the children are taught within the same building. At Walton, there is an intervention pod that is fully accessible for all. We do have a wide range of equipment and resources available for day to day use across the Federation to meet the needs of the children on our current school roll. We work closely with parents and outside professionals, to make the necessary adaptations for any children with disabilities who attend school. We keep resource provision under constant review.

At Longhorsley, we have two learning labs which create an intervention space. These are located at the sides of the Early Years Classroom. We also now since Summer 2024 - Have a Longhorsley Lounge of Peace too, as an intervention space.

Target	Strategy	Timescale and responsibility	Success criteria
To meet the physical, sensory, behavioural and emotional needs of each individual child with a disability or medical need and optimise the learning environment for every child.	Ensure that individual learning plans are developed and the graduated approach is communicated with all. Educational Psychologists, Speech and Language Professionals, Behaviour Support Team and other external practitioners contribute to the plans and create realistic expectations	Annually or as a disability is diagnosed. SENDCO and all staff are responsible for meeting the needs of all of our learners and reviews are minimum of termly	Adaptations are in place in anticipation of a child's arrival in school. Every child makes the best progress possible in an environment adapted to their needs. Regular consultation with children to ensure that their experience of the environment matches our ambition for it to be accessible (Appendix 2)
Working with the behaviour support team to ensure that a purposeful learning environment, helps pupils to learn and feel safe	Positive behaviour strategies implemented in all environments in school  Observations from NCC SEND Teams utilised and any advice is put into place	All staff	Staff and pupils are better attuned to behavioural triggers and are able to find solutions and describe strategies that help them
Ensure that disabled access to the building and facilities are maintained	Risk assessment, safeguarding and health and safety checks maintained on a routine basis	All staff who use the equipment to monitor and office manager to oversee compliance checks	Compliant with the Equality Act 2010
Ensure any venues which are used for Educational Visits are suitable for all	Pre visit site to check and create risk assessments	As and when appropriate by the staff member organising the	Risk assessments adhered to Suitable venues are sourced

learners		additional venue	
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### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include additional diaries and information about school events via an email or text system. The information should take account of a child's disabilities and their or their parents/carers preferred formats and be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required.

Target	Strategy	Timescale and responsibility	Success criteria
Availability of written material in alternative formats when specifically requested or when likely to make the curriculum more accessible to a child with a learning or physical disability	The school will continuously develop skills and awareness of the standards and services which can be used. (For example, sharing audio files, using pictograms and graphics to aid understanding) Use of coloured overlays	All staff As required	Staff will be aware of web based and physical resources and organisations that can provide information in different languages and formats, including people who can sign
Use best practice and guidance in making printed documentation accessible to children (see Appendix 1)	Adjustments are made as appropriate	All staff Ongoing	The accessibility best practice guidance and strategies we have been trained to use are in use

### Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats \(Government guidance\)](#)

[Creating accessible documents factsheet \(Abilitynet\)](#)

[Abilities and assistive technology \(UK Association for Accessible Formats\)](#)

[The Sensory Trust information sheet on clear and large print](#)

[Dyslexia Style Guide \(British Dyslexia Association\)](#)

## Appendix 2

Consultation with pupils about accessibility in school.

- visual/daily timetables
- using the behaviour charts
- using the zones of regulation
- all child resources clearly labelled in text, images and Makaton symbols, where appropriate
- having things like wobble cushions, fidgets, writing slopes, pencil grips, special scissors
- having a safe space in school to go to - including dark dens, if necessary or custom made spaces within the school environment
- having a classroom and a hall seating plan (if appropriate)
- having books and games that help me
- having teachers who know me and can help me
- Our Federation Expectations
- Marbles, Stickers and School 360 points
- Core values and the RESPECT curriculum