



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 2025

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 (2025)

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 C of E 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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| 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 over-whelming. | The vast majority of display boards are backed in hessian or black with neutral colour borders. This avoids where possible sensory overload to children | 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 | 75% of the classroom wall space is neutral colours and children's sensory needs are met We also invite Northumberland HINT team into our school each year and check the environment for our current learners |
| 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 Ordinarily Available Provision | Maintain Individual Education and Health Care Plans and children's Pupil Passports. 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 | All school staff are involved with the planning, implementation and the review of Pupil Passport, at the minimum we have three 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. For children who have Pupil Passports (non-funded) they are reviewed and shared with parents each term | Information sharing supports staff to create the best inclusive environment for every child with SEND 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 |
| Ensure that all staff have a basic understanding of Makaton | Five staff are now trained across the Federation in Makaton and support the staff team to understand | Academic Year 2023-2024 (three staff trained). Academic Year 2024-2025 (an | Classrooms clearly labelled with Makaton, children to use some Makaton to communicate with one |

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| | <p>some key signs. Continue CPD and share with other school colleagues.</p> <p>Purchase In Print from Widgit to support children with the use of Makaton throughout school</p> | <p>additional two staff trained) SENDCo to lead and share knowledge with staff across the Federation and additional enhancements to be included in church services, family events and Federation days</p> | <p>another, learning through songs and lessons where appropriate</p> <p>Symbols for widgit used across the classrooms for consistency of approach</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>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</p> <p>This Academic Year we have a focus on Emotion Coaching UK training for staff and offering a parental training session too</p> <p>Team Around the Family meetings can be formed to support families</p> | <p>Executive Headteacher attends Partnership Heads Meetings</p> <p>SENDCo attends termly SENDCo Meetings with staff from the Font Alliance to ensure we are all up to date with practice and share training opportunities</p> | <p>Improved access to Specialist support for children and their families</p> <p>Barriers to emotional health and wellbeing are addressed</p> |
| Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum | Ensure that all staff and governors are familiar with and follow the school's current policy for managing medical conditions in school | Executive Headteacher SENDCO All staff | <p>The principles of the guidance are evident in practice.</p> <p>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>Medical Plans revisited annually or after a medical review</p> |
| Emotional health barriers are addressed | Emotional dysregulation can be addressed promptly and children's | SENDCo implementing the approach in school Teaching Assistants | Children feel safe, secure and are able to access support to deal |

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| <p>by all staff to develop strategies to support emotional and social development</p> | <p>emotional health needs addressed Referrals made to Primary Mental Health workers, where appropriate and if needed support from the Education Welfare Officer</p> | <p>offered training to match children's EHC Plans Academic Year 2024-25 offered:</p> <ul style="list-style-type: none"> o Dyslexia o Dyscalculia o ASD o ADHD o DLD o IT training for specific aids <p>Academic Year 2025-26:</p> <ul style="list-style-type: none"> ☒ Emotion Coaching UK ☒ First Aid ☒ Read, Write Inc <p>are our focus</p> | <p>with emotional challenges that might impede learning</p> |
| <p>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</p> | <p>Toolkits are shared and used by all staff, where appropriate, throughout the course of the child's day</p> | <p>All staff who are involved with the child are aware of this toolkit of strategies and support the child accordingly</p> | <p>Familiarity and preparation mean that children are well prepared for the new situations and are prompted to use strategies that have been rehearsed</p> |
| <p>Ensure that resources and images within the schools reflect the diversity of our community and project positive images of people with disabilities</p> | <p>Monitor resources and images to ensure target is met</p> | <p>All staff</p> | <p>Children and staff will have positive images of disability reflected around the schools</p> |

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 with the exception of the Pod and Shepherd's Hut at Whalton and the Lounge of Peace at Longhorsley which are fully accessible.

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.

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 or on the School360 Google Classroom if appropriate. 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.

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)

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

[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, standing desks, adapted PE equipment
- 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 support specific children
- supporting staff to meet needs
- 'Our Federation Expectations'
- marbles, stickers and School360 points
- core values and the RESPECT curriculum