

# Longhoughton C of E Primary School

## Accessibility Plan 2023 - 2026

### Introduction

The purpose of this plan is to show how Longhoughton CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Legal Background

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

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### Contextual Information

The school comprises two buildings, both of which are accessible, and have accessible facilities, including ramps and adaptations.

### Current Disabilities

The school supports 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
- Autism Spectrum Disorder (ASD)
- Behaviour, anxiety, attachment, emotional and social difficulties.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows is a table of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- SENDCo (Special Educational Needs Co-ordinator)
- School' Equalities Coordinator from Northumberland County Council

We welcome, and will consider, any suggestions and practical improvements that are suggested to us by disabled services users and their families.

The refreshed action plans that follow show how the school will address the priorities identified and resource any changes that need to be implemented.

### Increasing access to the curriculum for disabled pupils

Continually reviewing and improving teaching and learning lies at the heart of the school's work. 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  |
|---|--|-------------------------------------|---|
| Ensure that all staff are aware of the needs of individual children with SEN or disability when planning and delivering the curriculum.<br>Refine assessment and make evident the Graduated Response to capture a precise picture of the support children obtain. | Maintain Individual PEPs* and share information with other agencies involved with the child.<br>Ensure that assessment always outlines 'next learning steps'<br><br><i>*personal education plans</i> | Class teachers<br>SENDCO<br>Ongoing | Information sharing supports staff to create the best inclusive environment for every child with SEND.<br>Parents understand the role they can play in sustaining development |

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|   |  |   |  |
|---|--|---|--|
| Ensure that all staff have access to and awareness of the services available to support children and young people.                            | Ensure that local directories, referral routes and providers are familiar to all staff.  | Head Teacher<br>Partnership heads<br>Northumberland County Council (NCC) staff<br>Emotional Literacy Support Assistant (ELSA) | Improved access to prompt, specialist support for children and their families. Emotional health and wellbeing is supported and addressed.  |
| Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum and enjoy learning. | Ensure that all staff and governors are familiar with and follow the statutory guidance (updated September 2017) and the SEND Code of Practice | Head Teacher<br>Governing Board<br>SENDCO<br>All staff<br>Ongoing   | The principles of the guidance are evident in practice. Family-school contact ensures that school addresses medical needs and applies for funding to ensure medical support on site. |

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

| 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 our graduated approach is communicated with all. Ed Psych, Speech and Language and Sensory Support, practitioners contribute to the plans and create realistic expectations. | Annually or as a disability is diagnosed.<br>SENDCO<br>All staff | Adaptations are in place in anticipation of a child's arrival in school ( <i>if we are aware of a disability.</i> ) Every pupil makes the best progress possible in an environment adapted to their needs. Regular consultation with pupils to ensure that their experience of the environment matches our ambition for it to be accessible. |
| Physical activity: Positive playtimes will be promoted and help children with friendships, self-regulation, and self-esteem.   |  | All staff  | Children all have safe, fulfilling, active break times and enhance their indoor experiences through their outdoor learning and physical activity.  |

**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 textbooks and information about school events. The information should take account of pupil's disabilities and pupils' and parents' 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 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)<br>Use of coloured overlays | All staff<br>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)   | Visual timetables in classrooms using the same visual cues across school for ease of transition between classes  | All staff<br>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)

[Producing accessible materials for print or online](#) (Abilitynet)

Producing clear print and large print documents (UK Association for Accessible Formats) - available from Headteacher's office

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

[Am I making myself clear?](#) (mencap's guidelines for accessible writing)

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

[Custom eye](#) Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- Picture books
- Fiction
- Non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- Revision guides for Key Stages 2, 3 and 4