



Accessibility Policy and Plan

Aims

At The Federation of Longhorsley and Whalton CE Schools, we are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils and staff fairly and with respect, as well as any other people involved in the school community. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, working closely with the support from our SEND Services at Northumberland County Council, where deemed appropriate and Newcastle Diocese.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Our accessibility plan, sets out how both schools will increase access to education for disabled children in three key areas;

1. Improve access to the curriculum to increase the extent to which disabled children can participate in the whole curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school visits, and cultural activities.

It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum

2. Improve access to the physical environment of the school, adding specialist features as necessary
3. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. For example, reading books, worksheets, assessment papers, and parent letters

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Considerations which are made:

Education and Related Activities

Both schools will continue to seek and follow Local Authority and Diocesan advice together with specialist teachers and appropriate health professionals

Physical Environment

Both schools will take into account the needs of children and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises

Provision of Information

Both schools will ensure that information is provided in alternative formats when required or requested

ACTION PLAN

Attached at Appendix A is an action plan outlining actions to ensure the key objectives are met

LINKED POLICIES

The accessibility plan will contribute to the review and revision of related school policies;

- SEND
- Equal opportunities
- Safeguarding
- Anti-bullying
- Educational visits

PREVIOUS TARGETS ACHIEVED

Both schools have made significant progress with regards to accessibility

- Longhorsley – addition of ramp access to EYFS Unit via EYFS secure playground and the replacement of non-compliant steps to Early Years Unit
- Whalton – portable ramp available and plans to add disabled access toilets from September 2017 as school becomes Primary
- Both schools have had additional toilets installed under COVID 19 restriction
- Both schools have new sanitising stations on the way into school

The policy will be reviewed every two years and the working group will include parents, Governors, staff and children.

The FEDERATION of LONGHORSLEY St HELEN'S and WHALTON C of E FIRST SCHOOLS

Written and agreed by staff, this Policy was formulated after considering the following:

1. aims and content;
2. dissemination and consultation process.



APPENDIX A: ACCESSIBILITY PLAN

OBJECTIVE	ACTION	TIMESCALE	OUTCOME
IMPROVING ACCESS TO THE CURRICULUM			
Early identification of children who experience difficulties and require intervention	Effective communication between parents, staff and other specialists	Ongoing	Needs of children are met and are making good progress and meet the criteria of the CIF
Ensure the schools are able to accommodate the needs of SEND admissions	Effective communication between parents, staff and other specialists new admissions	Ongoing	Staff are able to support all children with SEND, using the graduated approach
Ensure there is an identified SENDCo and all staff to have regular refresher training	Liaison between HT and SENDCo lead to ensure all staff fully trained	Ongoing – to be reviewed annually	All staff fully trained and skills profiles updated
To ensure that resources and images within the schools reflect the diversity of our community and project positive images of people with disabilities	Monitoring of resources and images to ensure target is met	Ongoing	Children and adults will have positive images of disability reflected around the schools

IMPROVING PHYSICAL ACCESS			
Ensure that disabled access to the building and facilities is maintained	Regular audits to the building and facilities	Ongoing	Ensure both schools comply with DDA regulations giving accessibility to disabled users
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Ensure venues for school trips are suitable for disabled children and carers	Guidance and Training as appropriate	Ongoing	Schools are more effective in meeting the needs of the children
IMPROVING INFORMATION			
Ensure information is available in alternative formats	HT to be aware of the processes to convert written material into different formats	Ongoing	Delivery of information to be improved
Make available school letters and brochures are available in different formats	HT to be aware of the processes to convert written material into different formats and to review all future publications are suitable for a wider audience	Ongoing	Delivery of information to be improved