



Longbenton HIGH SCHOOL

Accessibility Plan

1. Introduction and Legal Framework

This Accessibility Plan is drawn up in compliance with the **Equality Act 2010**, **SEND Code of Practice (2015)**, and **DfE guidance: “The Equality Act 2010 and schools” (updated 2023)**.

It outlines how Longbenton High School will continue to:

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment to ensure full inclusion and participation.
- Improve the delivery of information to pupils, parents, and the wider community.

The Plan will be reviewed every three years and approved by the Governing Body.

2. School Context

Longbenton High School is an inclusive 11–18 maintained school in North Tyneside. The school moved into a new **Priority Schools Building Programme (PSBP)** facility in **2020**, managed by **Galliford Try**, providing an accessible, modern environment.

The school is committed to equality of opportunity and values the contribution of all pupils, including those with special educational needs and disabilities (SEND). We work closely with parents, the Local Authority, and external agencies to identify and remove barriers to learning and participation.

3. Aims and Objectives

The school aims to:

1. Ensure all pupils, regardless of need or disability, have full access to a broad, balanced, and ambitious curriculum.
 2. Maintain and improve the accessibility and inclusivity of the school’s physical environment.
 3. Ensure communication and information are available in formats accessible to all.
 4. Strengthen staff awareness and training around inclusion, accessibility, and reasonable adjustments.
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4. Current Position

- The school site (rebuilt 2020) meets **modern accessibility standards**: level access, lifts, accessible toilets, etc

- Individual **risk assessments and Personal Emergency Evacuation Plans (PEEPs)** are in place for pupils and staff with additional needs.
- **SEND and Inclusion Team** coordinate with teaching staff to ensure reasonable adjustments and tailored support are embedded across subjects.
- Information for parents is available digitally and in alternative formats upon request.

5. Accessibility Action Plan (2025–2028)

Area of Development	Objective	Actions	Responsibility	Timescale	Success Criteria
Curriculum Access	Ensure curriculum is fully accessible for all pupils, including those with SEND.	Regular review of curriculum accessibility through faculty meetings and SEND reviews. Ensure adaptive teaching strategies are embedded. -Provide training on differentiation, assistive tech, and reasonable adjustments.	DHT, SENCo	Ongoing	Curriculum plans demonstrate accessibility and inclusion.
Physical Environment	Maintain full site accessibility.	Conduct annual accessibility audit. Liaise with Galliford Try for any building adjustments. Maintain and test lifts, etc	Business Manager, Site Manager	Annual review	No physical barriers prevent access for pupils, staff, or visitors.

Information Access	Improve accessibility of communications.	Provide large print / digital alternatives where needed. Review website accessibility compliance (WCAG 2.2). Offer interpreter or translation support on request.	Headteacher	Annual review	Stakeholder surveys indicate improved accessibility of information.
Staff Awareness and Training	Ensure all staff understand accessibility duties.	Annual training on Equality Act, SEND, and reasonable adjustments. Induction for new staff. Use case studies to share good practice.	Headteacher, SENCo	Annual CPD cycle	Staff confident in applying inclusive practice.

6. Monitoring and Review

The **Governing Body's Culture and Ethos Committee** will monitor progress towards these objectives annually. The plan will be fully reviewed in **Autumn 2028**, or sooner if required due to changes in legislation or building use.

Progress will be reported through the **SEND and Inclusion Report** to governors.

7. Publication

This Accessibility Plan is available:

- On the school website
 - In printed form upon request
 - In alternative formats if required
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