

Longridge Towers Accessibility Plan 2026-29

This Policy applies to the whole School and is published on the school website for pupils, parents, staff colleagues and for prospective pupils

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Longridge Towers School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community, appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life and seek to increase the extent to which disabled pupils can participate in the life of the school.

We have an admissions policy and criteria which removes barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states: to promote equal opportunities for all regardless of ability, gender, race, religion, sexuality or disability.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

We accept the duty to provide auxiliary aids and services where a disabled pupil would be put at a disadvantage without such assistance.

Our Staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

CONTEXT

We understand that the term “disabled” includes a wider range of conditions than physical disability, including mental impairment and other conditions that have a substantial and long-term adverse effect on an individual’s ability to undertake normal day to day activities and includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

We accept that we are required to increase the extent to which disabled pupils can participate in the school’s activities and curriculum and to provide to disabled pupils information which is also in writing for pupils who are not disabled. We also accept the duty to improve physical access throughout the school so that disabled pupils can participate in a full range of curricular and other activities.

Examples of how we recognise and fulfil these duties are set out below.

Longridge Towers School currently caters for a number of pupils across the whole school age range who have been identified as having special educational needs, as defined in the 2015 SEND code of Practice. Provision is made for pupils with Autistic Spectrum Disorder, Attention Deficit Hyperactive Disorder, Dyslexia, Dyspraxia, Hearing and Visual Impairments, Cerebral Palsy, Sensory Processing Disorder and social / emotional needs. Appropriate curriculum adjustments are made, depending on the level of need, and where needs cannot be met within the normal process of Quality First Teaching, specific individual plans are put in place. Additional support for those with a plan may include small group interventions or access to more individualised support within a classroom setting. Parents should also consult the School's Inclusion Incorporating Special Educational Needs Policy for further information on the provision available. Parents of pupils who have more complex needs which require 1:1 support should contact the School regarding the capacity to provide this.

Additional provision is provided for pupils who have been identified as more Academically Able and support for English as an Additional Language (EAL) is available for overseas and foreign pupils that require it.

Pupils with Individual Education or Personal Learning Plans are monitored regularly to assess progress relating to their own targets.

Several of our pupils are hearing impaired and one is visually impaired. Other conditions managed in school include allergies, asthma, Cerebral Palsy, Crohn's Disease, diabetes, heart conditions, lung conditions and conditions which require specific dietary provision to be made. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities such as school trips. Appropriate provision is also made to cater for pupil needs in boarding.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability they might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Longridge Towers School.

At Longridge Towers School the Senior Leadership Team undertake:

- to review all the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- to prepare the school's disability inclusion, SEN and learning support policy
- to prepare the school's accessibility plan with regard to information provided, curricular and extra-curricular activity and the physical environment
- to review such plans and policies as necessary and at least on an annual basis

We have reviewed our provision for pupils with special educational needs and/or disabilities and produced a school accessibility plan which is a written action plan with targets. We will annually monitor the success of the plan and it will also be reviewed annually by members of the governing body.

ACTION PLAN

The following have been carefully considered by the school's SLT and the list is regularly monitored:

- Admissions
- Attainment
- Attendance

- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Longridge Towers School's review of the above helped developed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the School's curriculum;
3. 2(b)	Improving the physical environment of the School for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Standard to be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
To draw upon the expertise of external agencies e.g. S&L and Ed Psych	10.3.2 (a)	To use external professionals to support the SENCOs in work and training and in the training of staff	SENCOs	Oncharge	Increased accessibility Julie Wilson NCC SLA	On-going
To make special arrangements for examinations	10.3.2 (a)	Suitable access arrangements made for pupils, includes paper/colours for lessons.	Senior SENCOs and Exams Officer	Cost £1k	Increased accessibility	Reviewed annually in March by SENCO. Consider in-house alternatives if effective.

Celebrate and highlight key national/ local events such as Paralympics, deaf awareness and Learning Disability week	10.3.2 (c)	Invite speakers of different abilities into school to support pupil awareness	Director of Teaching and Learning, Head of Houses, PE department, Assembly planning	-	Improved awareness and accessibility	On-going
Improve information to parents in a range of different formats	10.3.2 (c)	Simple language, large print and bilingual translations of information provided by school to parents via the school website	Registrar		Increased accessibility	On-going
Can all Junior pupils join Seniors in a suitable learning environment?	10 3. (2)(b)	Consider and plan suitability for Junior pupils transitioning into Senior's	Site Manager, Co-Head Juniors, SENCOs, parents where appropriate		Increased accessibility	On-going for specific needs
Can visually impaired pupils join school? Is the building layout and set up suitable?	10 3. (2)(b)	Consider and plan suitability in building	Site Manager, Co-Head Junior dept, SENCOs, Deputy Head Seniors as necessary	Cost TBC	Increased accessibility	On-going for specific needs
Disability awareness through charities	Schedule 10 3. (2)(a)	Consider inviting Guide Dogs, Disability Groups, Mobility, Sensory Dogs etc to increase pupil and staff awareness	SLT, HoH, DLT, SENDCo	NA	Increased awareness and understanding	On-going

Mabel accessibility (bus library)	10 3. (2)(b)	Consider layout suitability for access for current pupils. Bus has limited access for ramp etc.	Site Manager, Co-Head Junior Dept, LTSDA	TBC	Increased accessibility	Review as required
Individualised timetables to meet the needs of particular pupils	10 3. (2) (a)	Consider whether a pupil's timetable might require more individualisation to meet particular needs for that pupil	Deputy Head, SENDCos, Timetable Coordinator, consider NCC support if needed	None	Increased accessibility	On-going, review annually for pupils on roll as part of timetable
Ensure all protected characteristics are considered		Consider shower and WC arrangements for pupils who identify as non-binary	Site Manager, SENCOs, Finance Director		Increased accessibility	On-going
Identify appropriate technology to meet the needs of pupils	10 3. (2) (a)	Consider different forms of technology which increase pupil access to the curriculum. For example CPENs, e-reader, clickers.	SENDCos, Finance Director	Cost TBC Consider external funding available to support additional needs	Increased accessibility	On-going

Consultation

Comments and recommendations have been taken into account wherever possible and included in this action plan. Through feedback received at parents' evenings, pupil reviews and meetings we are confident that the school adapts a curriculum to meet the needs of disabled pupils. On-going monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the pupil when planning for their support.