



TweedLearning

— FEDERATION —

Accessibility Plan 2026-2028

Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

Version History		
Version	Date	Description
Initially adopted	June 2020	Adopted after work with NCC consultant G Finch
Update	Sept 2022	Updated - NCC Guidance
Update	Sept 2023	Updated
Update	Sept 2024	Updated
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Update	Sept 2026	Updated

Approval & Authorisation			
	Name	Job title	Date
Approved by	Gary Hilton	Head Teacher	Sept 2026
Approved by		Governing Body	Sept 2026
Date of next review			Sept 2027



Berwick St Mary's and Norham St Ceolwulf's C of E First Schools Accessibility Plan

2-year period covered by the plan: 2026-2028.

The priorities set below are to be achieved within the timescale of this reporting cycle.

Introduction

The SEN and Disability Act 2001/10 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The government's definition of disability and long-term adverse effects can be read in full [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of any information which is provided in writing.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. What follows are our action plans showing how the school will address the key, new priorities identified in the plan and how we will address them.

Vision and Values

We know that we can best achieve our aims by working in close partnership with families. We feel that the school is at the heart of the local community, and we strive to maintain and develop as many links as possible with people and services around us.

At the present time the challenge for us is to continue to improve levels of attainment and quality of provision for every child and to provide a school which works in partnership with and is accountable to the community it serves. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our school. Inclusion takes into account a child's protected characteristics, disability and vulnerability.

Developing the plan: consultation

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

- The Governing Body
- Head Teacher (in consultation with children, parents and carers)
- SENDCos
- Schools' DEI lead from Northumberland County Council

Increasing the extent to which disabled pupils can access the school curriculum

School specialist school - 'The Tweed'

In order to offer inclusive mainstream/specialist support for the growing numbers of pupils with EHCPs and complex needs, we have plans to extend the offer of a specialised SEND support from the established base at the St Mary's site.

Over the three years of this plan we will:

- Expand the inclusive curriculum offer with the opening of the Tweed special school.
- Continue the introduction and embedding of Forest School.
- Continue to develop and establish quiet and purposeful learning spaces which avoid sensory overload in smaller, quieter parts of the schools.
- Provide access to coping tools and strategies such as weighted blankets and ear defenders, to assist with self-regulation. This will support the integration pathways we are developing.

Parental drop-in sessions

We will continue to assist parents to understand and prepare their children (especially those with SEND) to access the curriculum by planning half-termly parental drop-in sessions. These are always linked to aspects of the curriculum.

Over the three years of this plan we will:

- Plan and deliver activities that help parents to understand the strategies and resources we use, so that children can be supported in their learning at home.
- Model the way we teach, and let children take the lead in showing parents our approaches.
- Send home and explain curriculum maps each half term, along with knowledge organisers, vocabulary and definitions, so that parents can play a full and informed part in supporting their child's learning.

A curriculum for life: PSHE

Our pupils all receive a thorough and well-structured Personal, Social, Health and Economic education which prepares them for adulthood, emphasises safeguarding, challenges perceptions of difference and builds resilience.

Over the three years of this plan we will:

- Consult again with parents about the relevance and timeliness of the themes and topic covered by our curriculum; especially the new areas which will address issues such as body changes and puberty for our older children as we restructure to become a primary school. We will ensure an inclusive and differentiated approach to all of the themes, to include pupils with disabilities.
- Ensure that parents and carers are able to support and trust the context and content of the learning by ensuring that the messages and updates we share

through Tapestry, Facebook and the weekly newflash are clear, address any misconceptions and build confidence in the wider Personal Development curriculum.

Therapies

We will continue to develop access to therapies and therapeutic interventions which help children to access the curriculum.

Over the three years of this plan we will:

- Develop and sustain a range of therapies in school including Speech and Language and music therapy.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Improving the delivery to disabled pupils of information that is provided in written formats.

We offer children a range of strategies and practical support in school, for example, coloured overlays for ADHD and Dyslexia; Coloured overlays reduce the perceptual distortions of text that children sometimes describe. They enable some children to read text more fluently and with less discomfort and fewer headaches.

Now and Next boards provide a visual prompt to help children to move on from one activity to another or to prepare them for what will happen next.

Visual Timetables: A visual timetable, timeline or visual activity schedule is a way of supporting a child to predict what will happen next. Visual timetables can help children who: struggle to understand what is being said, find it difficult processing spoken information, have poor auditory memories (difficulty listening and remembering information they have heard), have reduced understanding of time and the passing of time, have increased anxiety related to change, or moving from one activity to another.

Over the three years of this plan we will

- Introduce best communication practice emerging from the reorganisation and initiatives being implemented in school.

Appendix 1: Useful resources

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)

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

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

[What Works?](#) (A database of evidence based resources for professionals from the Communication Trust)

[Custom eyes](#) Schools and individuals can join the scheme which can reprint (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

[Northumberland County Blind Association](#) undertake commissions to transcribe documentation to Braille.

[Easy Read UK](#) can convert documents to Easy Read format.

Accessible environments

[Audit tool for sensory preferences](#)

If the sensory responses and preferences of Neurodiverse communities are better understood it will be possible to create shared environments that more closely meet everyone's needs. There is an online audit tool hosted by the BBC to ensuring that building design considers physical accessibility for neurodivergent people.

