



## ACCESSIBILITY PLAN



### Spittal Community First School Accessibility Plan 2021 - 2024

Date adopted: April 2021

#### **Introduction:**

The purpose of this plan is to show how Northumberland Example 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

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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.

### **Contextual Information**

The school building is accessible, and has accessible facilities, including ramps and adaptations.

### **Current Disabilities (2020)**

The schools support 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
- ASD/ADHD
- Behaviour, anxiety, attachment, emotional and social difficulties.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date. The school has a current and compliant policy for managing medical conditions in school.

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

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- SENDCo
- Schools' Equalities Coordinator from Northumberland County Council
- A group of pupils from each year group who shared their perceptions of accessibility.
- **Chair of Governors; Geraldine Cowan**

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service 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**

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. Refine assessment and make evident the Graduated Approach to capture a precise picture of the support children can access in mixed age classes	Maintain Individual EHCPs and PEPs and share information with other agencies involved with the child. Ensure that assessment always outlines 'next learning steps'	Staff	Information sharing supports staff to create the best inclusive environment for every child with SEND child. Parents understand the role they can play in sustaining development. A graduated approach.

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<p>Ensure that all staff have access to and awareness of the range of services available to support children and young people, in particular those connected with emotional health and wellbeing</p>	<p>Ensure that local directories, referral routes and providers are familiar to all staff. Develop a clear referral route for emotional wellbeing issues to guide prompt referrals to available interventions and support organisations</p>	<p>Head Teacher Partnership heads NCC staff Throughout the 3 year cycle of the plan</p>	<p>Improved access to prompt, specialist support for children and their families. Barriers to emotional health and wellbeing are addressed.</p>
<p>Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum.</p>	<p>Ensure that all staff and governors are familiar with and follow the school's current policy for managing medical conditions in school.</p>	<p>Head Teacher SENDCO All staff Ongoing</p>	<p>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.</p>
<p>Emotional health barriers are addressed by all staff to develop strategies to support emotional and social development.</p>	<p>Emotional dysregulation can be addressed promptly and children's emotional health needs addressed. Referrals made to PMH workers.</p>	<p>Trained practitioner implementing the approach in school</p>	<p>Children feel safe, secure and are able to access support to deal with emotional challenges that might impede learning</p>
<p>Every pupil has access to a toolkit</p>	<p>Cards shared and used by all.</p>	<p>Staff</p>	<p>Familiarity and preparation mean</p>

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of strategies on a card, to remind them of the range of approaches available to them			that children are well prepared for the new situations and are prompted to use strategies that have been rehearsed.
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### **Improving access to the physical environment of the school**

Our site is extensive both inside and out and several of the classrooms are outside the main school building. We place a great deal of value upon outdoor learning. It remains a priority to continue to improve the physical environment of the school to increase the opportunities disabled users and visitors may take advantage of the facilities we have, both indoors and outdoors. We have a wide range of equipment and resources available for day to day use. We work closely with to make the necessary adaptations for any children with disabilities who attend school. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

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, 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. SENDCO All staff	Adaptations are in place in anticipation of a child's arrival in school (if we are aware of a disability.) 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. (Appendix 2)
Working with the	Positive	All staff	Staff and pupils

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behaviour support team to ensure that a purposeful learning environment, helps pupils to learn and feel safe	behaviour strategies implemented in all, environments in school.		are better attuned to behavioural triggers and are able to find solutions and describe strategies that help them
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### **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 pupils' 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 continuously 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) Use of coloured overlays	All staff 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	Adjustments are made as appropriate	All staff Ongoing.	The accessibility best practice guidance and strategies we

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accessible to children (see Appendix 1)			have been trained to use are in use.
Use the Guide Dogs Custom Eyes Service to source appropriate large print tailor made reading books.	Give all pupils equal access to high quality reading materials	Ongoing	Enhancement of the school's focus on making reading accessible and enjoyable for all pupils

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### Appendix 1:

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](#)

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

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

[Communication friendly environments](#) (from the Communication Trust)

[Custom eyes](#) 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

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

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

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### **Appendix 2**

Consultation with pupils about accessibility in school.

**What helps us to learn and be happy in school?  
(date completed)**

**What is the perfect start to a day if we want you to feel good about learning?**

**Think about days you feel you learn best, what are they like?**

**Are there things that school has or does that help you to learn better?**

**What is not so helpful in the classroom and what makes things difficult?**

**What could make things easier?**

**Are there any times of the day, or things that happen in school that worry you?**