

Acomb First School

Accessibility Plan



Approved by:	Hannah Williamson	Date: 17/10/2024
Last reviewed on:	October 2024	
Next review due by:	October 2027	

Date adopted: October 2024

Introduction:

The purpose of this plan is to show how Acomb First School intends over time to increase the accessibility of our school for disabled pupils 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 (3 years).

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 school such as participation in after-school clubs, leisure and cultural activities or schools 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 hand-outs, 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

Acomb First School is housed in two buildings; one over 100 years old and one newer. The building is all on one level. The building is in a generally good state of repair and accessibility is good. The school has a ramp, accessible toilet and a wide corridor. Although the field is accessed down some steps, there is also an accessible route via a classroom.

Disabilities

The school supports and welcomes children with a range of disabilities. Staff access available specialist help, support and training to ensure that they can provide the best access to the curriculum for all children. We follow the Northumberland [Graduated Approach](#).

Appropriate training about medical conditions has been provided for staff and all First Aid certificates are kept up to date. The school has adopted the most recent policy on 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 are three action plans showing how the school will address the priorities identified.

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

- The Governing Body
- Head Teacher
- SENDco
- Schools’ Equalities Coordinator from Northumberland County Council

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families.

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 Continuing 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

Continuously improve and extend the range of strategies staff use to make the curriculum accessible to all children.	Staff training (at least annually) for example dyslexia, vision impairment or Specific Learning Difficulties	SENDCo Ongoing and as required, at least annually	Raised staff awareness and strategies being deployed. Pupil participation visible.
Enhance the inclusive practice taking place in every classroom. Individual pupils with disabilities are receiving tailored support and Quality First teaching at all times.	Maintain Individual plans and share information with other agencies involved with the child. Ensure that assessment always outlines 'next learning steps'	SENDCo ongoing	Information sharing supports staff to create the best inclusive environment for every disabled child
All educational visits to be accessible to all pupils	Assess every potential venue and transport provider for accessibility before agreeing a visit to be viable.	HT, Teachers Anticipatory, in advance of any visits	Participation of all pupils in a wide range of activities and visits. No child excluded on the basis of disability. Preferable to cancel a visit if not accessible to all.
Ensure that all staff have access to	Ensure that we make the most of	Head Teacher SENDCo	Improved access to prompt,

and awareness of the referral routes and services available to support children and young people.	all of the support and assistance available to help children to succeed and make progress.	For the cycle of the plan	appropriate support for children and their families
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Ensure that emotional literacy is prioritised to ensure that every child feels secure and has their emotional resilience supported	A range of opportunities planned for wellbeing. Be You team come into school for workshops and assemblies regarding emotional resilience and wellbeing	Head Teacher SENDCo Annually	In promoting and prioritising emotional resilience, we expect to protect children from some of the inevitable barriers to feeling safe and secure.
Ensure that we provide sufficient challenge in the curriculum for our most able disabled pupils	The curriculum and lesson planning demonstrate differentiation to stretch the most able children	All teaching staff Depending on children's individual needs	Children with disabilities achieve or exceed their academic potential
Survey children to find out which reasonable adjustments make the curriculum accessible for them	In addition to the SEND parental survey, ensure that pupils also have the opportunity to share their views with staff	All staff	Increased understanding of the strategies and adjustments that pupils feel work well to support them
Ensuring that children with disabilities are well prepared for transition to middle school	Transition links are made with the middle school in spring term. Information is shared to ensure smooth transition. All interventions are shared with the middle school so these can continue where appropriate	Year 4 teachers	Smooth transition to Middle School

Improving access to the physical environment of the school 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 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
Continuously improve access to the site for disabled visitors and pupils	Review and develop accessibility on the school site. For example, designate and make available an accessible parking space for parents who drop off children with disabilities to facilitate their arrival and departure from school.	Ongoing: SENDCo, HT and governing body	Pupils and visitors with physical disabilities are able to access learning and facilities, due to reasonable adjustments having been made
Continue to adapt the environment to optimise the purposeful learning that takes place in each area of the school.	Ensure that displays are purposeful, using backgrounds and colours that do not over-stimulate. Using contrasting colours; muted shades for display backgrounds. Use of low level lighting.	Ongoing All staff as and when new opportunities or needs arise	All pupils, and especially those with disabilities find the environment less 'over stimulating' or busy and more conducive to learning.
Continue to demonstrate high expectations and ambitions in managing adaptations to mainstream education to support children	Uniformity in the way doors to the classroom open, lighting, easy access to the board and appropriate equipment and resources;	SENDCo Throughout the cycle of the plan and anticipatory according to the needs of new pupils	An accessible learning environment for all children.

with sensory disabilities, specifically vision loss	anticipatory familiarisation with rooms, routes etc		
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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 handouts, 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
Children with disabilities are well supported by trained members of staff	Ensure that the frequent staff training on specialist themes such as Speech and Language, dyslexia and Vision Impairment, to ensure that improvements continue and that the learning is put into practice	Whole school At least annually	The right support at the right time for all pupils
Availability of written material in alternative formats when specifically requested	The school will continuously develop awareness of the standards and services which can be used to support children and young people. (See Appendix 1)	All staff As required	Staff will be aware of web based and physical resources and organisations which can provide or advise on provision of information in different formats

Ensure that the good practice we develop follows the child throughout their school career.	Passing the right information and resources on to the next stage for each child	All staff. Annually	Children always have what they need to make written information accessible, with no delay between phases.
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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

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?