

NORHAM
ST. CEOLWULF'S
C OF E SCHOOL



Norham St Ceolwulf's

C of E First School

Accessibility Plan

2018-19

Introduction:

The purpose of this plan is to show how Norham St Ceolwulf's First 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 will also be 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

Norham St Ceolwulf's C of E First School is in a building which is over 100 years of age. The building is all on one level. The building is in a generally good state of repair and accessibility is good. There are inevitable repair and maintenance issues connected with the age of the premises.

Current Disabilities (2017)

The school has children with a wide range of disabilities, to include:

- moderate and specific learning difficulties,
- communication difficulties,
- children who have Epipens for allergic reactions,
- physical developmental disorders,
- behaviour, emotional and social difficulties.
- Diabetes

Appropriate training has been provided for staff and all First Aid certificates are kept up to date

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set 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:

- 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.

An accessibility audit of the school was completed by the senior teachers and Schools' Equalities Coordinator on 16th October 2017. The refreshed action plans that follow show how the school will address the priorities identified

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
Increase the range of strategies staff use to make the curriculum accessible to all children.	Establish and fulfil staff CPD needs.	SENDCO Ongoing and as required	Raised staff confidence and strategies being deployed. Pupil participation visible.
Ensure that all staff are aware of the needs of individual disabled children when accessing the curriculum	Maintain Individual Access 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.
Ensure that all staff have access to and awareness of the range of services available to support children and young people.	Ensure that local directories are accessible to all staff and that we make the most of all of the support and assistance available to help children to succeed and make progress.	Head Teacher SENDCO From Autumn 2017	Improved access to prompt, specialist support for children and their families
Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum and enjoy learning	Ensure that all staff and governors are familiar with and follow the statutory guidance (updated September 2017) and the SEND Code of Practice	Head Teacher SENDCO From Autumn 2017	The principles of the guidance are evident in practice
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

Improving access to the physical environment of the school

Our site is extensive both inside and out. We place a great deal of value upon outdoor learning and forest school principles. 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
Improve access to the site for disabled visitors	Review and develop accessibility on the school site. Investigate the cost and feasibility of a ramp at the school's rear entrance	Autumn 2017 Ongoing HT and governing body	Pupils and visitors with physical disabilities are able to negotiate the school site safely and conveniently at all times
Ensure that fixtures and fittings in the school are visible, reachable and accessible to wheelchair users and other people with disabilities	Continuously audit the school, and wherever possible, make the adjustments as we notice the need for them and can budget to address them.	Ongoing SENDCO	Pupils with physical disabilities are able to access rooms and facilities on an equal basis to their peers

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
Increase accessibility to the school for parents or pupils with speech or hearing impairments by including details of the text relay service on the school web site	<p>Include instructions on the 'Contact us' page of the web site: 'If you have a speech or hearing impairment you can contact us by dialling 018001 01289 382370'</p> <p>To return a call using the relay service staff will dial 018002 and the area code and number of person we wanted to contact. Train school reception staff to understand how the relay service works</p>	Office manager/SENDCO Autumn term 2017	People with speech or hearing impairments contact school using the relay service
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.	All staff As required	Staff will be aware of web based and physical resources and organisations who can provide information in different languages and formats, including people who can sign.
Use best practice and guidance in making printed documentation accessible to children (see Appendix 1)			

Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Producing accessible materials for print or online](#) (Abilitynet)

[Creating clear print and large print documents](#) (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)