

Norham St Ceolwulf’s

Controlled C of E First School

**Accessibility Plan 2020 - 2023**

Date adopted: October 2020



**Norham St Ceowulf’s Controlled C of E First School**

**Introduction:**

The purpose of this plan is to show how Norham St Ceowulf’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](https://www.gov.uk/definition-of-disability-under-equality-act-2010).

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 Ceowulf’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 range of disabilities. Specialist help, support and training is continuously being accessed by staff to help support the children.

Appropriate training 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. 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/SENCo
* 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.

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.

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| **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 or specific learning difficulties | SENDCo  Ongoing and as required, at least annually | Raised staff awareness 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. Preferable to cancel a visit if not accessible to all. |
| Ensure that all staff have access to and awareness of the referral routes and services available to support children and young people. | Ensure that we make the most of all of the support and assistance available to help children to succeed and make progress. | Head Teacher  SENDCo  For the cycle of the plan | Improved access to prompt, appropriate support for children and their families |
| Ensure that emotional literacy is prioritised to ensure that every child feels secure and has their emotional resilience supported | Whole school participation in the Friends Resilience Programme. Two trained Thrive practitioners and the ability to have Thrive assessments and targets for all children. | Head Teacher  SENDCo  Annually | 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.

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| **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 the school environment is adapted and suitable for children who may prefer fewer distractions or have sensory preferences | Quiet garden attached to the playground, quiet spaces in each classroom. Places in school to reflect on emotional needs or resilience building. Reasonable adjustments such as graduated desks, a carpet tile under a child’s feet | Ongoing  All staff as and when new opportunities or needs arise | Pupils with physical, emotional or learning disabilities are able to access indoor and outdoor learning 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.

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| **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 SLD 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. (see Appendix 1) | All staff  As required | Staff will be aware of web based and physical resources and organisations who 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. |

**Appendix 1:**

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats) (Government guidance)

[Creating accessible documents factsheet](https://abilitynet.org.uk/factsheets/creating-accessible-documents-0) (Abilitynet)

[Abilities and assistive technology](https://www.ukaaf.org/abilities/) (UK Association for Accessible Formats)

[The Sensory Trust information sheet on clear and large print](http://www.sensorytrust.org.uk/resources/connect/infosheet_clearlargeprint.pdf)

[Am I making myself clear?](http://www.easy-read-online.co.uk/media/10609/making-myself-clear.pdf) (Mencap’s guidelines for accessible writing)

[Dyslexia Style Guide](https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide) (British Dyslexia Association)

[Communication friendly environments (](https://www.thecommunicationtrust.org.uk/media/643573/communication_friendly_environments_checklist_june_2018.pdf)from the Communication Trust)

[Custom eyes](https://www.guidedogs.org.uk/services-we-provide/customeyes-books/) 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?**