



Accessibility Plan 2021 - 2024

Date adopted: February 2021

Introduction:

The purpose of this plan is to show how Wylam 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 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 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/Access Audit

Wylam First School is a single story building. All access points to the school ground are on the same level or there are lowered kerbs to support accessibility onto the grounds. There is an accessible access point at the Y1 classroom entrance which also has an accessible toilet facility equipped with handrail and emergency pull cord. The school is actively working to resolve the problem which is that the accessible part of the school does not have an entrance wide enough to accommodate the modern, adult wheelchair. This includes finding solutions to use the front entrance of the school.

Classrooms are uncluttered and our display backing paper is of neutral colours to reduce sensory overload. Staff use a range of print types, including bottom heavy print to support all learners to access.

Onsite car parking for staff and visitors includes two dedicated disabled parking bays directly opposite the main entrance of the school. The entrance of the school features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

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
- SENDCo
- Susan McLean - Local Governing Board member responsible for SEND
- Schools' Equalities Coordinator from Northumberland County Council
- A group of pupils from each year group who shared their perceptions of accessibility.

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families and carry out our audits involving all stakeholders.

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

At Wylam First School quality first teaching 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 high quality teaching and learning for all children.

Target	Strategy	Timescale and responsibility	Success criteria
Ensure that all staff are aware of the needs of all children with SEN or disability when planning and delivering the	Maintain Individual EHCPs and PEPs and share information with other agencies involved with the child.	Head Teacher SENCO Governor All Staff SENCO Ongoing	Information sharing supports staff to create the best inclusive environment for every child with SEND.

<p>curriculum. Refine assessment and make evident the Graduated Approach to capture a precise picture of the support children can access</p>	<p>Ensure that assessment always outlines 'next learning steps'</p> <p>Ensure that staff liaise with nursery providers to review potential intake for future cohorts to support early identification and support.</p> <p>Ensure high quality partnerships with parents to support pupils with SEND</p>		<p>Parents understand the role they can play in sustaining development. A graduated approach is adopted and evaluated regularly to assess impact and identify further support/next steps</p>
<p>Ensure that all staff have access to appropriate training 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>Ensure high quality, regular training across the staff body</p>	<p>Head Teacher SENDCO Partnership heads NCC staff Throughout the 3 year cycle of the plan</p> <p>Ongoing</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 SEND or medical conditions are well supported within school, so that they can access the whole 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 SEND and medical</p>

<p>including school visits and extra curricular activities.</p>			<p>needs and applies for funding to ensure medical support on site. School seeks further advice and guidance from external agencies to support SEND pupils or those with medical conditions during off site visit and extra curricular activities.</p>
<p>Emotional health barriers are addressed by all staff to develop strategies to support emotional and social development. Specific interventions are available to those who need them.</p>	<p>Emotional dysregulation can be addressed promptly and children's emotional health needs addressed. Appropriate referrals made</p> <p>Staff receive regular training to enhance their roles.</p>	<p>SENDCO School support staff</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 of strategies, equipment or resources to aid and scaffold their learning and support their progress.</p>	<p>All classrooms follow the graduated approach model and alter their provision to cater for all learners in their class (visual timelines, neutral coloured backing paper, clear daily organisation, carefully positioning pupils to support specific needs etc) Staff follow the 'mastery'</p>	<p>SENDCO All staff</p>	<p>All children are able to achieve through the graduated approach, quality first teaching and specialised equipment where needed.</p>

	<p>approach across all teaching - scaffolding where necessary. Staff follow advice from SENDCO and external advisors on appropriate equipment and resources needed. Teaching staff work in partnership with parents/carers with regular meetings and updates.</p>		
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Improving access to the physical environment of the school

Wylam First School curriculum is designed for both indoor and outdoor learning to take place across the week at the same time as encouraging independence. To ensure it is possible for all of our learners to fully experience our curriculum offer and develop full independence it remains a priority to continue to improve the physical environment of the school to increase the opportunities for disabled users and visitors to take advantage of the facilities we have, both indoors and outdoors. We work closely with external advisors 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	<p>Ensure that individual learning plans are developed, and a graduated approach is communicated with all.</p> <p>Ed Psych, Speech and Language and Sensory</p>	<p>Annually or as a disability is diagnosed.</p> <p>SENDCO All staff</p>	<p>Adaptations are in place in anticipation of a child's arrival in school (if we are aware of a disability.)</p> <p>Every pupil makes the best progress possible in an environment</p>

every child.	Support, practitioners contribute to the plans and create realistic expectations.		adapted to their needs Regular consultation with pupils to ensure that their experience of the environment matches our ambition for it to be accessible.
Working with the SEND teams and the behaviour support team to ensure that a purposeful learning environment, helps pupils to learn and feel safe Working with external advisors to ensure that the care needs of all children are managed sensitively	Positive behaviour strategies implemented in all environments in school. Staff trained in positive handling/de escalation techniques Positive relationships with children, parents and carers to support the needs of individual children. Regular CPD for all staff and review of school policies and procedures.	All staff	Staff and pupils are better attuned to behavioural triggers and are able to find solutions and describe strategies that help them

Improving the delivery of written information to disabled pupils

Wylam First School aims to ensure that written information that is normally provided by the school to its pupils and parents is also accessible to disabled pupils/parents. Examples include textbooks and information about school events, school correspondence, homework, online learning and display. The information takes account of pupils' and parents disabilities and pupils' and parents' preferred formats and will 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
<p>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. This includes displays around the school.</p>	<p>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, neutral coloured backgrounds and IT where appropriate.</p>	<p>SENDCO] All staff As required</p>	<p>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.</p>
<p>Use best practice and guidance in making printed documentation accessible to children (see Appendix 1)</p>	<p>Adjustments are made as appropriate</p>	<p>SENDCO All staff Ongoing.</p>	<p>The accessibility best practice guidance and strategies we have been trained to use are in use.</p>
<p>Use the Guide Dogs Custom Eyes Service to source appropriate large print tailor made reading books.</p>	<p>Give all pupils equal access to high quality reading materials</p>	<p>Ongoing</p>	<p>Enhancement of the school's focus on making reading accessible and enjoyable for all pupils</p>

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?

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?

Does your classroom environment help you to learn?

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?

Appendix 3

Questions to Support Accessibility Plan

Identifying Barriers to Access – Curriculum

Are teachers and support staff receiving training to teach and support disabled pupils?

Are classrooms optimally organised for disabled pupils?

Do lessons provide opportunities for all pupils to achieve?

Are lessons responsive to pupil diversity?

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

Are all pupils encouraged to take part in music, drama and physical activities?

Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?

Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

Is there access to appropriate computer technology for pupils with disabilities?

Are school visits made accessible to all pupils irrespective of attainment or impairment?

Are there high expectations of all pupils?

Do staff seek to remove all barriers to learning and participation?

Identifying Barriers to Access – Premises

Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?

Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?

Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

Are non-visual guides used, to assist people to use buildings, i.e. lifts with tactile buttons?

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

Are areas to which pupils should have access well lit?

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy?

Is there consideration to sensory issues in use of backing paper and display formats? equipment?

Is furniture and equipment selected, adjusted and located appropriately?

Is the equipment in the disabled toilet properly installed and accessible?

Identifying Barriers to Access – Personnel, Governors and Parents/ Carers

Are teachers, administration and support staff aware of the implications for them of the Disability Discrimination Act?

Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?

Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?

Does the school have facilities such as ICT to produce written information in different formats?

Are staff familiar with technology and practices developed to assist people with disabilities?

Are pre-school home visits used effectively to plan ahead for pupils with disability?

Do staff have access to training?

Do policies reflect the school's aim?