



Accessibility Plan

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Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

| Version History | | |
|-------------------|-----------|--|
| Version | Date | Description |
| Initially adopted | June 2020 | Adopted after work with NCC consultant G Finch |
| Update | Sept 2022 | Updated - NCC Guidance |
| Update | Sept 2023 | Updated |

| Approval & Authorisation | | | |
|--------------------------|---------------|--------------|-----------|
| | Name | Job title | Date |
| Approved by | Gary Hilton | Head Teacher | Sept 2023 |
| Approved by | Joyce Guthrie | H&S Governor | Sept 2023 |
| Date of next review | | | Sept 2024 |

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Berwick St Mary's CE First School

Accessibility Plan 2022-2024



Introduction:

The purpose of this plan is to show how St Mary's CE 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

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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

Each school has a building which is accessible, and has accessible facilities, including ramps and adaptations.

Current Disabilities (2023)

The schools support children with a wide range of disabilities, which include:

- moderate and specific learning difficulties
- communication difficulties
- physical developmental disorders
- ASD/ADHD
- Behaviour, anxiety, emotional and social difficulties.

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. 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
- Schools' Equalities Coordinator from Northumberland County Council
- Members of the School Council from each year group who were consulted in refreshing this plan (Appendix 2).

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

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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 disabled children when planning and delivering the curriculum. Refine assessment and make evident the Graduated Approach to capture a precise picture of the attainment and progress of all SEND pupils | 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. Parents understand the role they can play in sustaining development |
| Strategies that focus on attachment (Thrive principles), empathy, self-regulation and emotional wellbeing are key to enabling pupils to access the curriculum | Continue to develop imaginative and engaging ways for pupils with disabilities to develop coping strategies, friendships and trusted bonds with staff and other pupils. | All staff contribute to this objective | Participation of all pupils in a wide range of activities learning and cultural opportunities. Pupils can articulate how they support their own emotional wellbeing and that of their peers. |
| Ensure that all staff have access to and awareness of the range of services available | Ensure that local directories are accessible to all staff and that we make the most of | Head Teacher Partnership heads NCC staff Locality Coordinator | Improved access to prompt, specialist support for children and their families. |

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| to support children and young people. | all of the support and assistance available to help children to succeed and make progress. Develop a Berwick specific 'Windscreen' of interventions and support organisations | Throughout 2022 with new SSB being formed for 2025 Sept | Emotional health and wellbeing is supported and addressed. |
| 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 February 2022 | The principles of the guidance are evident in practice. Family-school contact ensures that school addresses sensory, emotional, physical or behavioural needs |
| An ambitious creative and cultural offer brings opportunities to children with disabilities who may never have accessed these opportunities other than through the curriculum | Continue to develop and embed partnerships with high quality creative, cultural and sporting organisations and role models | SLT Cultural partners | All children have equally vibrant and compelling experiences of SMSC in the curriculum and experience no sense of exclusion or isolation. Cultural capital is enhanced. |

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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. 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 the sensory support service and made 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) |

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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 disabled child | 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) | 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 accessible to children (see Appendix 1) | Ensure that all staff have access to the resources listed and incorporate and share best practice | All staff From Sept 2022 | The accessibility best practice guidance is visible in all of the printed curriculum material we share with children |
| 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)

[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)

[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

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Appendix 2

Consultation with pupils about accessibility in school. June 2022

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?

Younger group:

Feeling happy, excited. Other people being nice. Playing with each other. Knowing what is expected of you.

Older group:

Having friends and listening to them. Listening to your teacher

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

YG: Every day. Reading books, explaining to other children how you did it. Not making the wrong choices

OG: Happy to see everybody: makes me feel focused. Lots of worries stop me from feeling focused. Someone who helps (a friend). Throwing a ball for Alfie (school dog)

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

YG: Making models for people to make them feel better. If grown ups help you mend or start friendships.

Grown ups playing outside on the balance board. Playground buddies. Colin's corner outside where you can read outdoors.

OG: Games on the board like 'hit the button' as a reward

Times table games at the back of the classroom

'Starbooks' competition in school where staff made the best areas to enjoy reading

Lolly sticks with questions on.

Orchard, pond and wildlife maze: caring for the environment.

What is not so helpful in the classroom and what makes things difficult? What could make things easier?

YG People like lining up to music after breaks. Not everyone likes 'Shotgun' (chosen by older children). Dancing to music at breaktime is good.

Prize on a Friday 'loads of books' (Good thing).

OG: We worry about climate change and deforestation

Year 4 writing lessons (worry)

There is nothing boring.

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

YG: 'Minute maths' The time you get. You worry yourself.

OG: If friends get hurt, I worry about them.

Colin's Corner: It's a quiet place and I'm noisy

What I eat in a morning.

What help works best for helping you learn?

YG: 'Play work'. Planks. Bang-a-tank. Baddies, tag. Diamond challenge and stickers.

Raffle tickets: on a Friday you might get a toy.

The Golden Book; you go in it for helping people.

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OG: Computer 'I type it up'

Teachers who explain something again to you in a fun way so you get it.

Moving up a group (orange to green)

Traffic lights for targets setting 'Mine are all green'

Needing to ask for help with words. Now they are more challenging,

We need more pens. They ran out. We should have different pots for different pens.

Do adults help in ways that help you cope?

All: Phonics, explaining. I say 'Please help me'

Ask friends first, then a teacher.

'Other kids are the best teachers in school'

Do you feel that all of the adults in school know what each person needs?

They tell us to re-read our work to be sure it makes sense.

Other children will be best to explain how it works.

Staff know the children very well; telling them how your day has been.

Grown ups are friendly and keep checking in with you.

Teachers know your work and recognise it.