

# **Amble First School**

## **Accessibility Plan 2021 - 2024**

Date adopted: May 2021

### **Introduction:**

The purpose of this plan is to show how Amble 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**

The school building has entrance steps at the main entrance and onto the playground. Accessibility issues relating to the age and design of the building remain under review.

### **Current Disabilities (2020)**

Amble First School supports 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
- SENCo
- Schools' Equalities Coordinator from Northumberland County Council
- A group of pupils from each year group who shared their perceptions of accessibility.
- SEND Governor

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 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.

| <b>Target</b>   | <b>Strategy</b>  | <b>Timescale and responsibility</b>                                     | <b>Success criteria</b>   |
|---|--|---|---|
| Ensure that all staff are aware of the needs of individual children with SEN or disability when planning and delivering the curriculum. Refine assessment and make evident the Graduated Approach to capture a precise picture of the support children can access in each year group. | Maintain Individual EHCPs and Support Plans and share information with other agencies involved with the child.<br>Ensure that assessment always outlines 'next learning steps'   | Staff/ongoing   | Information sharing supports staff to create the best inclusive environment for every child with SEND.<br>Parents understand the role they can play in sustaining development.<br>A graduated approach. |
| Ensure that all staff have access to and awareness of the range of services available to support children and young people, in particular those connected with emotional health and wellbeing   | Ensure that local directories, referral routes and providers are familiar to all staff.<br>Maintain a clear referral route for emotional wellbeing issues to guide prompt referrals to available interventions and support organisations | Head Teacher<br>SENCo<br>NCC<br>Throughout the 3 year cycle of the plan | Improved access to prompt, specialist support for children and their families.<br>Barriers to emotional health and wellbeing are addressed.   |

Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum.

Ensure that all staff and governors are familiar with and follow the school's current policy for managing medical conditions in school.

Head Teacher  
SENCo  
All staff  
Ongoing

The principles of the guidance are evident in practice. Family-school contact ensures that school addresses medical needs and applies for funding to ensure medical support on site.

Emotional health barriers are addressed by all staff to develop strategies to support emotional and social development.

Emotional dysregulation can be addressed promptly and children's emotional health can be addressed. Implement new SEMH assessment tool.

Staff  
Ongoing

Children feel safe, secure and are able to access support to deal with emotional challenges that might impede learning

## Improving access to the physical environment of the school

Our site is relatively small and some of the classrooms are outside the main school building. There are steps to access the front entrance and onto the playground. We place a great deal of value upon outdoor learning and have qualified Beach School practitioners. It remains a priority to continue to improve the physical environment of the school to increase opportunities so that 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 other agencies 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 every child. | Ensure that individual support plans and the graduated approach is communicated with all.<br>Northumberland HINT team practitioners contribute to the plans and create realistic expectations. | Annually or as a disability is diagnosed.<br>SENCo<br>All staff | Adaptations are in place in anticipation of a child's arrival in school (if we are aware of a disability.)<br>Every pupil makes the best progress possible in an environment adapted to their needs.<br>Regular consultation with pupils to ensure that their experience of the environment matches our ambition for it to be accessible (see Appendix 2). |
| Working with the behaviour support team to ensure that a purposeful learning   | Positive behaviour strategies implemented in all environments in school.   | All staff   | Staff and pupils are attuned to behavioural triggers and are able to find  |

environment, helps MAPA trained staff.  
pupils to learn and  
feel safe

solutions and  
describe strategies  
that help them

### 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 or slides 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 child with a learning or physical disability. | 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.)<br>Additional training. | All staff<br>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)   | Adjustments are made as appropriate  | All staff<br>Ongoing.        | The accessibility best practice guidance and strategies we have been trained to use are in use.   |
| Staff continue to use and develop resources or access assistive technology to make the   | School will continuously develop skills and awareness of the standards and services which  | All staff<br>As required     | Staff are aware of web based and physical resources and organisations which can provide training, resources   |

|  |   |  |                          |
|--|---|--|--------------------------|
| curriculum more accessible, e.g. Makaton, PECS, Colourful Semantics. | can be used (e.g. sharing audio files, using pictures and graphics to aid understanding.) |  | and alternative formats. |
|  |   |  |                          |

## **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? (May 2021)**

- **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?**