



**New Delaval Primary  
School  
Accessibility Plan  
2018 - 2021**

# **New Delaval Primary School**

## **Accessibility Plan 2018 - 2021**

Date adopted: April 2018

### **Introduction:**

The purpose of this plan is to show how New Delaval Primary 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 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**

New Delaval Primary is a small urban school which stands to the west of Blyth in Northumberland. We are rapidly expanding and have seen our numbers increase from 130 children to nearly 200 children since we became a primary school in 2009. We have 1 class per year group as well as a nursery unit.

The modern, spacious building is in a good state of repair and accessibility is good. There are inevitable repair and maintenance issues connected with the age of the premises. Generally, access around the building is good, with wide corridors and spacious classrooms.

### **Current Disabilities (2018)**

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. Three tables follow with action plans showing how the school will address the priorities identified by the law..

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 25.4.2018. 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.

Possible targets for inclusion see SEND checklist: Assess, plan, do, review cycle used effectively

Timely involvement external agencies

Monitoring and tracking of progress and the impact of interventions

SEN Support plans are up to date and track progress

Target	Strategy	Timescale and responsibility	Success criteria
Ensure that the cycle of Assess, Plan, Do, Review is being effectively used to support access to the curriculum for every child with a disability or SEND	Continue to develop confidence and share good practice in staff using the cycle	SENDSCO Ongoing and as required	High levels of staff confidence in strategies being deployed, reviewed and assessed. Pupil participation visible. Achievement gaps diminish
Timely and appropriate involvement of external agencies and the involvement of parents, carers and children throughout the planning process	SMART, aspirational outcomes are linked to learner's needs and shared with other agencies involved with the child. Ensure that assessment always outlines 'next learning steps'	All staff. Ongoing	Information sharing supports staff to create the best inclusive environment for every child, where needs are met and the next steps are anticipated and well prepared for.
Ensure that progress and the impact of interventions are monitored through	Assess, Plan, Do, Review is evident in all SEN Support Plans, and these are all current and ambitious.	All staff	Effective information exchange mechanisms are in place between staff, intervention

up to date SEN Support plans			providers, parents and children and all transitions are managed smoothly.
Ensure that all staff have access to and awareness of the <a href="#">range of services</a> available to support children and young people.	Ensure that local <a href="#">directories</a> 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 <a href="#">statutory guidance</a> (updated September 2017) and the <a href="#">SEND Code of Practice</a>	Head Teacher SENDCO Local Authority	The principles of the guidance are evident in practice with policy and guidelines in development from the LA to ensure continuity in areas such as intimate care and managing medicines.
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**

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.

<b>Target</b>	<b>Strategy</b>	<b>Timescale and responsibility</b>	<b>Success criteria</b>
To meet the physical needs of each individual child with a disability or medical need and optimise the learning environment for every child, paying particular attention to hidden disabilities	Carry out assessments within classrooms and learning environments to ensure that the physical environment is adapted to meet the needs of the children with disabilities who we have in each year group	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 made aware of a disability). Every pupil makes the best progress possible in an environment adapted to their needs
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 Staff and governors	Pupils with physical disabilities are able to access rooms and facilities on an equal basis to their peers
Adaptations to learning environments are anticipatory, timely and transfer with the child at transition points so that there are no delays to accessing the curriculum	Appropriate adaptations are in place when each child needs them, with no delays caused by lapses in communication	Teaching staff and SENDCO	No delay in accessing the curriculum for pupils with SEND

### **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
Use of the Local Offer web pages to identify best practice	The Local Offer fulfils the intended role as the main resource for service improvement in SEND	SENDCO disseminating to all staff As required	The Local Offer is the resource all families, carers, schools and professionals use to share and find out about best practice and new resources
Availability of written material in alternative formats when specifically requested	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 below	All staff From April 2018	The accessibility best practice guidance is visible in all of the printed curriculum material we share with children



## **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)

[Let's Talk About It](#) What new teachers need to know about children's communication skills from The Communication Trust.