



# Accessibility Plan

## 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

Approval & Authorisation			
	Name	Job title	Date
Approved by	Richard Bollands	Head Teacher	Sept 2022
Approved by	Claire Clark	Chair of Governors	Sept 2022
<b>Date of next review</b>			Sept 2024

**THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.**

# Red Row First School



## Accessibility Plan 2022-2024

### Introduction:

The purpose of this plan is to show how Red Row 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.

### Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

### Vision and values

Our School fully supports the vision of Northumberland Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Northumberland's Inclusion definition that says:

Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions. Wherever possible, disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The child/young person is at the heart of everything we do. For schools we will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for headteachers and senior leaders, and for governors. We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

### **School Vision**

As a school we encourage an inclusive partnership between the children, adults and the home. We understand that children need to feel safe and secure before they can be successful. Because of this, we strive to make all our children feel this way, so that they can fulfil their potential.

We work each day with a common purpose to create a sense of belonging and community, not just among the children and adults but also the parents and carers. We do this through treating everyone with respect and ensuring each one of us is valued. In addition we aim to foster resilience in individuals and inspire the children to widen and develop their aspirations.

At Red Row we feel the expectations we have for everyone can be summarised in five simple school rules:

**Be Respectful** - Of everyone and everything.

**Be Responsible** – For your actions and words and how they affect the whole school.

**Be Resilient** – To setbacks and challenges. Don't give up without trying.

**Be Ready** – To always do your best and have everything you need to succeed.

**Be Safe** - Emotionally and physically.

**Everyone thrives at Red Row, come as you are and grow.**

## **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**

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

## **The School Environment**

The school consists of a main building on one floor, a separate older building housing the reception classroom, a mobile classroom for Y2 and a further mobile classroom used as a nurture room.. All classrooms, except Y2, are accessible. If needed the school has scope to alter which classes are taught in this classroom. Many physically disabled pupils are using powered wheelchairs which can be quite large, door frames in the main school are narrow and when alterations to the classrooms are planned in the door frames will be widened. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.

- Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals and volunteering to carry out procedures as and when this is required.

From time to time we have children with disabilities and have developed the school building accordingly:

- We have a disabled toilet with wash basin opposite the school office.
- There is a small shower for children in the girl's toilet in Nursery.
- Ramps at all entrances to ensure wheel chair access.

- We offer all policies and documentation in bigger text to parents who are visually impaired should they require it.

### **Current Disabilities (2022)**

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.
- Hearing Impairment
- Speech and Language

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
- SENCo
- 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.

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 (All about me documents)	Maintain Individual Access Plans and share information with other agencies involved with the child. Ensure that assessment always outlines 'next learning steps'	SENCO 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 <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	Head Teacher Partnership heads NCC staff Locality Coordinator Throughout 2022/23	Improved access to prompt, specialist support for children and their families. Emotional health and wellbeing is

	available to help children to succeed and make progress.		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 <a href="#">statutory guidance</a> (updated September 2017) and the <a href="#">SEND Code of Practice</a>	Head Teacher SENCO	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.



### 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
<p>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.</p>	<p>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.</p>	<p>Annually or as a disability is diagnosed. SENCO All staff</p>	<p>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)</p>

### **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.

<b>Target</b>	<b>Strategy</b>	<b>Timescale and responsibility</b>	<b>Success criteria</b>
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

## **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
- revision guides for Key Stages 2