



# **Stannington First School**

## **Accessibility Plan 2020 - 2023**

Date adopted: March 2020

### **Introduction:**

The purpose of this plan is to show how Stannington 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 comprises of several buildings, all of which are accessible, and have accessible facilities, including ramps and adaptations.

### **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
- Behaviour, anxiety, attachment, 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
- The members of the School Council who told us about 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.

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

Continually reviewing and 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 children with SEN or disability when planning and delivering the curriculum. Refine assessment and make evident the Graduated Response to capture a precise picture of the support children obtain	Maintain Individual PEPs* and share information with other agencies involved with the child. Ensure that assessment always outlines 'next learning steps'  <i>*personal education plans</i>	Class teachers SENDCO Ongoing	Information sharing supports staff to create the best inclusive environment for every child with SEND. Parents understand the role they can play in sustaining development
Developing a common staff language to use as we develop growth mindsets with our pupils	Staff and pupils use language and strategies that reflect the school's focus on developing resilience and coping strategies	All staff Measured annually through discussion with staff and pupils	Children articulate strategies that help them to cope and bounce back from challenges. CPOMS reflects fewer incidents
Ensure that all staff have access to and awareness of the <a href="#">range of services</a> 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. Develop a clear referral route for emotional wellbeing issues to guide prompt referrals to available interventions and support organisations	Head Teacher Partnership heads NCC staff Throughout 2020/21	Improved access to prompt, specialist support for children and their families. 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 <a href="#">statutory guidance</a> (updated September 2017) and the <a href="#">SEND Code of Practice</a>	Head Teacher Governing Board SENDCO 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 deploying a shared approach to emotion coaching as a preventative approach to dealing with emotional challenges	Barriers to learning can be addressed promptly and children's emotional health needs addressed. Referrals made to PMH workers.	Emotion coaching in practice. PMH workers intervening with children who need support.	Children feel safe, secure and are able to access support to deal with emotional challenges that might impede learning
Social stories are created in an anticipatory way to help pupils with ASD to prepare for unfamiliar challenges	Photos shared of locations of trips off site, the bus, new experiences and things we can expect to see. Photos of a new member of staff sent home to build familiarity.	Staff Parents/carers	Familiarity and preparation mean that children are well prepared for the new situations that may have caused surprise.

### Improving access to the physical environment of the school

Our site is extensive both inside and out and several of the classrooms are outside the main school building. 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 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 learning plans are developed and our 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 ( <i>if we are aware of a disability.</i> ) 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)
Working with the autism team to ensure that a calm, soothing environment helps pupils with ASD to access the environment comfortably.	Autism awareness training for staff. Neutral coloured paint on walls 'marshmallow clapping', creating uniform coloured borders to identify maths and English display boards	All staff	Staff are better attuned to sensory triggers and are able to find solutions and create calming environments where children are comfortable to learn and navigate visual clues.
Physical activity: Positive playtimes will be promoted and help children with friendships, self-regulation, and self-esteem. Junior sports leaders help their peers to access games. Pupils walk to and from school as part of the 'park and stride' scheme	Living Streets and Active Travel Awards recognise the focus on making physical literacy part of all children's experience of school. Some children with a routine are able to drop off outside of school	All staff	Children all have safe, fulfilling, active break times and enhance their indoor experiences through their outdoor learning and physical activity.

### 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 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	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)	PECS and Makaton training for staff. Chromebook and Clicker. Visual timetables in every classroom using the same visual cues across school for ease of transition between classes	All staff Ongoing.	The accessibility best practice guidance and strategies we have been trained to use are in use.
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
- 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. 2nd March 2020**

### **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?**

A good sleep. Being happy. School being in tip top shape. Reading your book the night before. Friendships. A good breakfast.

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

Fridays when we talk about the 'learning dip'. Awards days. If I had something I was interested in. Big challenges. Practical resources to help you. The things you need in life, like money, learning about that. Fun, jogging, running.

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

When teachers might give you a clue to help you work something out. Stories you can read to help you deal with feeling angry or upset. Stories that give you morals to follow. Understanding other people's feelings. Working things out with other children: they're the best help.

#### **What is not so helpful in the classroom and what makes things difficult?**

'When teachers learn you hard stuff'. Learning from mistakes you've made. New teachers who use different challenges. Going through the dip and having to get out. The unknown: knowing that when you move up a year it could be a big step up

#### **What could make things easier?**

Change detectives going on a mission to find things out and report back.  
Moving schools is going to be massive. 'Your heart is pounding'  
I worry about being in trouble.  
Where is everything, which class is which? (at middle school)

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

Tidying up. Where do things go? Being stuck in tests. Small spaces. Feeling squashed. Even if you've practiced and you end up being out in a quiz. You feel nervous and put pressure on yourself. Being tired.

#### **What help works best for helping you learn?**

Other children are the best at helping you.  
Learning ways to cope with fears about not managing my work

#### **Do adults help in ways that help you cope?**

Helping sheets. Clear explanations. Methods they explain to help you. Times Table Rock Stars that you can also do at home.

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

Yes. They realise that everyone's unique. People learn in different ways. They might try you on different times tables...as a challenge.