



**New Delaval Primary
Accessibility Plan
2021-2024**

New Delaval Primary School Accessibility Plan 2021 - 2024

Date adopted: December 2021

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 have seen our numbers increase from 130 children to over 250 children since we became a primary school in 2009.

The modern, spacious buildings are in a good state of repair and accessibility is good throughout. Generally, access around the building is good, with wide corridors and spacious classrooms. A second entrance to the school was created at the same time as the newer classrooms and facilities. This has improved accessibility.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date. Most staff are trained first aiders.

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 they are required by law to consider.

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

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
A bespoke curriculum matched to the developmental stage and needs of every child with a disability or SEN	All plans are anticipatory; the child is welcomed into a learning environment adapted to meet their needs.	SENDCO Ongoing and as required	High levels of staff confidence in strategies being deployed, reviewed and assessed. Pupil participation in all aspects of learning.
Timely and appropriate involvement of specialist cycles of support and therapies and the involvement of parents, carers and children throughout the planning process	SMART, aspirational outcomes are linked to learners' 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.
realistic Ensure that all pupils with SEND have ambitious and targets and make progress	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 providers, parents and children and all transitions are managed smoothly.
Maintain and integrate strong and responsive	Making the most of all of the support and assistance	Head Teacher SENDCo	Access to prompt, specialist support for children and

relationships between school and other agencies e.g., SALT and Health Visitors to ensure the best outcomes for children.	available to help children to succeed and make progress.		their families
Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum and have their needs met	Policies in place. Staff trained and aware of how to support medical and intimate care needs. Training and guidance from health partners as required	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.
De-stigmatise mental and emotional health challenges by enabling children and families to access early support	A full time counsellor is available within school	Self-referral	Preventative and early help for vulnerable children and families.

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.

Target	Strategy	Timescale and responsibility	Success criteria
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, and the stage as well as chronological age of the child	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 people with limited mobility and other people with disabilities	Continuously audit the school, and wherever possible, make the adjustments as we notice the need for them and find creative ways to meet the child's needs	Ongoing Staff and governors	Pupils with physical disabilities are using the rooms and facilities that best meet their needs. The school is gaining experience and expertise in making reasonable adjustments
Adaptations to learning environments are anticipatory, timely and transfer with the child at transition points so that there are no delays to	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

accessing the curriculum			
Adapting the school environment to correspond to the developmental needs of the children	Many of the classroom environments were too busy and overstimulating for many of the children following lengthy periods away from the setting. More consideration is given to ensuring the environment does not over stimulate some of our pupils.	Throughout the school.	Improved attention and ability to focus and learn for all pupils. Purposeful learning intention and environments with reduced sensory distractions.

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
Access to range of resources, strategies and partners we can draw upon when we need to meet a need we have not previously supported	Maintain and use the links, partners and resources we are aware of (See Appendix 1), and continue to develop and use helpful aids, strategies and resources	SENDCo SLT	Children are well supported with timely resources and interventions when they need more help.
Availability of written material in alternative formats when specifically requested	The school will continuously develop skills and awareness of the standards and	All staff As required	Staff will be aware of web based and physical resources and organisations that can provide

	services which can be used. (For example, sharing audio files, having a resource converted to Braille)		information in different languages and formats, including people who can use Makaton or BSL, convert to Braille etc.
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 Ongoing	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)

[Creating accessible documents factsheet](#) (Ability net)

[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

[Northumberland County Blind Association](#) undertake commissions to transcribe documentation to Braille.

[Easy Read UK](#) can convert documents to Easy Read format