



Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork

Accessibility Plan

2025-2028

This plan for Accessibility has been formulated by Staff and Governors of the School to support the aims of the School. In particular, the children in our care will be happy, confident and independent who will contribute to the Local Community. This policy will also embody our aim to use our RESPECT characteristics to promote positive relationships, experiences and behaviour with a calm and consistent approach. The effectiveness of these policies will be reviewed on a regular basis by Staff and Governors to ensure they continue to support our aims. We aim to promote these policies across the Community in order to ensure that they are living documents which support us in our everyday work.

New Delaval Primary School Accessibility Plan 2025 - 2028

Date adopted: April 2025

Review date: April 2026

This policy has been written in alignment with our school vision and ethos

This policy is a statement of the aims, principles and strategies that will be undertaken at New Delaval Primary School to increase the accessibility of our school environment and curriculum for disabled pupils, staff, parents/carers and visitors.

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 three year period which will be reviewed and revised as necessary every year.

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.

As a school we will also consider the needs of children who are known to social care and those who may face other barriers to learning such as English as a second language or emotional and behavioural issues.

The Accessibility Plan is structured to complement and support the school's Equality Objectives (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; Where necessary and appropriate physiotherapy and occupational therapy experts will be consulted and adjustments made in line with recommendations.
- 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. Parents are consulted about preferred methods of communication so that communications can be pitched effectively.
- Improve the lives and welfare of disadvantaged children through engagement with support schemes such as HUGGG to provide additional funding to cover meals over school holiday periods, HAF to provide access to clubs, sports and activities through school holidays, collaboration with local community organisations such as Blyth Rotary Club to provide hampers at Christmas time and opportunities to participate in national competitions and also local clubs such as the New Delaval Knights Bowling Club to foster a sense of pride and ownership over local areas and develop skills outside of school education.
- Teach our pupils values to support and prepare them to be able to fulfil their potential and build healthy relationships.

For individual pupils who struggle appropriate changes and adjustments are put in place to allow all pupils to continue to access the curriculum in a safe and supported manner. This includes a restorative conversation with an adult and a reflection task which helps pupils envisage an alternative way to handle a similar situation in future.

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	Teachers at New Delaval practise Quality First Teaching to support all learners and those with greater need will have plans that 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.
Ensure that all pupils with SEND have ambitious and realistic 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 relationships between school and other agencies e.g. SALT and Health Visitors to ensure the best outcomes for children.	Making the most of all of the support and assistance available to help children to succeed and make progress including outside agencies and internal support staff.	Head Teacher SENDCo	Access to prompt, specialist support for children and their families
Support Parents in recognising and understanding the	Regular face-to-face contact with parents to share progress and	Class teacher SENDCO Parent	Successful strategies will be used at home and in school.

role they can play in sustaining development.	discuss areas of difficulty sharing successful strategies.		
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 to support pupils, parents/carers and staff.	Self-referral	Preventative and early help for vulnerable children and families.
Managing care tasks of an intimate nature, associated with bodily functions, body products & personal hygiene.	All children should be treated with dignity and respect and be kept safe from harm. All children will be given the privacy required for their age and situation.	All staff Ongoing and as required.	Children will be encouraged to participate in their own intimate or personal care. This will form part of a general approach towards supporting them in fostering their independence skills.

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 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
Adapting the school environment to correspond to the developmental needs of the children	Classrooms are adapted to ensure that they are not over stimulating for 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 services which can be used. (For example, sharing audio files, having a resource converted to Braille)	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 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
Adapting texts to correspond to the needs of the children	Texts are adapted in a bespoke manner for individuals where the need is identified.	All staff. As required	All pupils will be able to access all necessary texts appropriately.
Making signage accessible to all	Use of widgets symbols to represent text is incorporated throughout the school supporting recognition and understanding of text.	All staff	All pupils will be able to quickly recognise and understand information relevant to them across the school.

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

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

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