

Seghill First School Accessibility Plan

3-year period covered by the plan: 2023-2026

Introduction

The SEN and Disability Act 2001/10 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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.

The government's definition of disability and long-term adverse effects can be read in full [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties:

- increasing the extent to which disabled pupils can participate in the school **curriculum**;
- improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of any **information which is provided in writing**.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. What follows are our action plans showing how the school will address the priorities identified in the plan and what the timescales will be.

Vision and Values

At Seghill First School we strive to provide our children with an excellent education through broad and balanced learning opportunities. We want all pupils to succeed and fulfil their potential, academically, physically and socially in an atmosphere where they can grow and acquire skills, values and attitudes for life. We provide a caring environment in which every child feels valued and respected. We listen to children and promote informed debate and critical thinking. We respond to children as individuals. Each child is a unique person with a preferred learning style and needs. Responsive teaching ensures that pupils obtain modelling, explanations and scaffolding and high-quality feedback.

We believe that we can best achieve our aims by working in close partnership with families. We feel that the school is at the heart of the local community, and we strive to maintain and develop as many links as possible with people and services around us.

At the present time the challenge for us is to continue to improve levels of attainment and quality of provision for every child and to provide a school which works in partnership with and is accountable to the community it serves. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our school. Inclusion takes into account a child’s protected characteristics, disability and vulnerability.

In addition:

- The school has regular visits from an Educational Psychologist, SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes can then be delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

Developing the plan: consultation

The priorities for the Accessibility Plan for the school were identified by:

- The Governing Body
- Head Teacher (in consultation with children, parents and carers)
- SENDCo
- Schools’ Equalities Coordinator from Northumberland County Council

Increasing the extent to which disabled pupils can access the school curriculum

There are no limitations on our curriculum whether this is on or off site. We are an inclusive school and we strive to ensure equal access to all areas of the curriculum. All school policies recognise, reinforce and celebrate this.

Target	Strategy	Timescale and responsibility	Success criteria
Increase the range of strategies staff use to differentiate the curriculum, using proven and evidence-based approaches.	Improve the leadership and delivery of support to SEND learners in mainstream schools through the promotion of effective self-evaluation and a good training offer for staff at every level.	SENDCo Ongoing and as required	Staff awareness of how the curriculum is made more accessible for some pupils. Reassurance for parents and carers, because we are clear and anticipatory in our ambition to teach an inclusive curriculum.

	(Northumberland SEND Strategy 3.1)		No barriers to participation for pupils with SEND.
Ensure that all staff are aware of the particular needs of disabled children and those with SEN when accessing the curriculum. Anticipatory training for new pupils who will be joining as required.	Maintain Individual Access Plans and share information with other agencies involved with the child. Embed a person-centred approach with the young person at the centre when planning support. (SEND strategy 4.4)	SENDCO ongoing	Anticipatory planning and good communication support staff to create the best inclusive environment for every disabled child
All educational visits to be accessible to all pupils	Assess every potential venue, itinerary and transport provider for accessibility before agreeing a visit to be viable.	HT, Teachers Anticipatory, in advance of any visits	Participation of all pupils in a wide range of activities and visits. No child excluded on the basis of disability.
Being ambitious about ensuring access to extra-curricular activities, enrichment and extended curriculum engagement for all pupils. Using school council and pupil voice to explore any barriers to participation and working together to overcome them	Improve choices and opportunities for children so they can live as independent life as possible. This includes young people and adults being able to do things that they want to at the right time for them, and to be able to keep in touch and see people that are important to them. (SEND Strategy 4.7)	School leadership PE specialist SENDCo School council Ongoing	Innovation and better inclusion for pupils with physical disabilities by defining and overcoming any barriers to participation

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school has been modified as much as our finances will allow to reflect the needs of children with additional needs. We are aware of issues with the condition of our outdoor play area where the surface has cracked and erupted.

Classroom organisation is altered where and when necessary, via the class teacher or teaching assistant e.g., children who have a hearing/speech difficulty need to be close to the teacher or need to be in a sensitive grouping where they can voice their thoughts without fear of failure.

Health and safety inspections are carried out each day to check for broken or missing items and those in need of maintenance.

Target	Strategy	Timescale and responsibility	Success criteria
Improve accessibility to an older school building and grounds on an ongoing basis	Secure funding as needed, overcome barriers to physical accessibility. Develop awareness and empathy for sensory distractions in and around school	Ongoing HT, governing body and staff	Pupils and visitors with physical disabilities are able to enjoy and use the site and facilities to the same extent as those without disabilities.
Ensure that there are no barriers that could be reasonably overcome to ensuring that pupils can use all of the school's environment and facilities	Support, empower and challenge staff and school community to effectively include learners with SEND. (SEND Strategy 3.3)	2023-26 HT, All teachers	Inclusion for all pupils, flexibility across the whole school site. Listening to the voices of children and young people to introduce changes where possible.
Regularly seek feedback and listen to children, young people and their families to understand what works and what needs to change to make our environments more accessible.	This is part of priority 1 of the Northumberland SEND Strategy 2021-2024 1.3 'We will regularly seek feedback and listen to children, young people and their families to understand what works and what needs to change.'	Ongoing by all staff who support children and young people with SEND School Council	Good examples of partners working together to develop the best environments for children to thrive. Awareness of and measures in place to minimise sensory, auditory, tactile and olfactory distractions

Improving the delivery to disabled pupils of information that is provided in writing.

At present all community information in school is given in a written and a spoken format. Within School Council we discuss all important occurrences and share our thoughts with our peers, with adults and the wider community. School Council is a deliberately diverse group of children and young people.

Within school we want to encourage a climate where all children can achieve. Children with learning difficulties gain access to information via simplified texts incorporating pictures and text. Teaching assistant support and integrated therapies are also targeted according to need.

Specific approaches are incorporated for children who are on the autistic spectrum; e.g. pictorial timetable, calm atmosphere, small steps in carrying out an activity.

Specific evidence-based programmes are in place to support learning e.g. Read Write Inc, Every child a counter, Precision teaching etc.

Speech and language therapy support is augmented by teaching assistants who carry out activities detailed in PEPs on a one-to-one basis.

The following priorities from the [Northumberland SEND strategy 2021-24](#) will influence and improve access to communication support for pupils with SEND at Seghill First School.

2.3. Improve the way therapy services and support for children with sensory processing difficulties are delivered in Northumberland and co-produce actions which will make a difference.

2.7. Make the best use of resources including digital technology so children and young people have a range of ways to access support, assessment and treatment.

3.1. Improve the leadership and delivery of support to SEND learners in mainstream schools through the promotion of effective self-evaluation and a good training offer for staff at every level.

Date for Review May 2026

Coordinator is Miss Tracey Chappell Headteacher

Our SEND governor is Mrs Pamela Knowles.

Document Record

Version	Reason for Amendments/Update/Review	Date of Adoption by Seghill First School	Date of next review
1.0	Existing policy updated through consultation with Gill Finch, NCC's Schools' Equality Officer	25.05.2023	25.05.2026

Appendix 1: Useful resources

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](#)

[Dyslexia Style Guide](#) (British Dyslexia Association)

[What Works?](#) (A database of evidence based resources for professionals from the Communication Trust)

[Custom eyes](#) Schools and individuals can join the scheme which can reprint (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.

[Audit tool for sensory preferences](#)

If the sensory responses and preferences of Neurodiverse communities are better understood it will be possible to create shared environments that more closely meet everyone's needs. There is an online audit tool hosted by the BBC to ensuring that building design considers physical accessibility for neurodivergent people.