

Whittingham C of E Primary School Accessibility Plan 2023-2026.

This plan was developed in Autumn Term 2022 and was ratified by governors during Autumn Term FGB Meeting 2023.

A 3-year period is covered by the plan: 2023-2026 unless significant changes to the accessibility of the school grounds or buildings are made and then the plan will be updated accordingly.

We endeavour to make all printed documents accessible for all and use the following resources and guidance and in the making of this plan have referred to:

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)

Contextual Information

We are a small, rural Primary School Whittingham C of E Primary School is a small Church of England Controlled Primary School of 100 pupils (including Nursery). In March 2023 we had our Ofsted inspection and maintained our 'good' grading. We strive to provide for our pupils a safe and inclusive environment and are pleased to have had this recognised by Ofsted –

'Whittingham Church of England Primary School sits at the heart of the community. The small size of the school helps staff to know pupils very well. Pupils feel safe in school and know that there is a trusted adult they can speak to if they are worried. There is a welcoming and friendly atmosphere at the school. Parents of pupils with special educational needs and/or disabilities (SEND) feel well supported and are happy with the progress their children make.' Ofsted March 2023.

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 and can be found: <https://whittingham.eschools.co.uk/website/equality/547817>

This plan sets out the proposals for 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** for pupils who are not disabled.

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

School Aims:

- To recognise and accommodate all abilities and disabilities.
- To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.
- To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.
- To care for each pupils' safety, happiness and well-being.
- To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.
- To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.
- To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.
- To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.
- To provide a broad and balanced curriculum, setting realistic targets for each pupil.
- To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

Pre-School Transition

We work extremely closely with our families and any other childcare settings prior to admission to Nursery. Children identified prior to starting nursery as needing extra help and support are identified and a plan is put in place for their successful integration into school.

Any children who have difficulties with language, have this need addressed as soon as they enter nursery.

Progress is discussed with the SENDCo at least termly and actions are identified then and actions made.

Transition Across the School

We have a carefully planned transition process as the children move from teacher to teacher.

We also have specialist toilet and changing facilities suitable for use across all age groups.

Secondary School Transition

We work closely with our feeder Secondary School, Duchess Community High School. We ensure that children who are highlighted as meeting the SEND criteria have a plan linked to a successful transfer. A transfer meeting is held in the Autumn Term in the year in which the child is in Year 6 to discuss pupils, their progress, needs and social awareness and additional visits are actioned subsequently. All of the information that will assist a child's needs to be met is shared with the high school in plenty of time for staff to gain a better knowledge of the children who may need extra transition days or support. Fostering good relations with our children's future schools is key to our accessibility strategy.

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

The main priorities identified in Whittingham C of E's Primary School's plan

- To develop and maintain the additional information for each curriculum area on the school web site which clarifies how each curriculum area is developed and differentiated to meet the needs of children with SEND
- To ensure that medical conditions and disabilities are well prepared for by staff training, action plans and protocols to ensure the safety and successful inclusion of all children. Health care plans are in place where appropriate and are reviewed on annual basis, sooner if required.

- To ensure that transition to secondary school is effective and successful for all learners, to prioritise and continue inclusion and support for any child with additional needs.

Increasing the extent to which all pupils (including those with disabilities) can access the school curriculum and grounds

There are no limitations on our curriculum whether this is on or off site. We are an inclusive school which will always strive to ensure equal access to all areas of the curriculum and the school premises and grounds itself. All school policies recognise, reinforce, and celebrate this. Schemes of work in all areas are differentiated and every area of the curriculum on the school web site has a SEND specific description of how adaptations and differentiated activities make this curriculum area more accessible.

Physical access to the buildings and classrooms will be facilitated through careful consideration of the individual needs of the child for both Their long term and short term needs.

Target	Strategy	Timescale and responsibility	Success criteria
<p>Increase the range of strategies staff use to differentiate the curriculum, using proven and evidence-based approaches.</p> <p>Publish and regularly update SEND differentiated approaches for each curriculum area on the School Development plan the school web site</p>	<p>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.</p> <p>(Northumberland SEND Strategy 3.1)</p>	<p>SLT and SENDCo Ongoing and as required</p> <p>SLT/ SENDCo/Teaching Staff</p> <p>By Autumn 2023</p>	<p>Staff awareness of how the curriculum is made more accessible for some pupils.</p> <p>Reassurance for parents and carers, because we are clear and anticipatory in our ambition to teach an inclusive curriculum.</p> <p>No barriers to participation for pupils with SEND.</p>

<p>Ensure that all staff are aware of the particular needs of disabled children and those with SEND when accessing the curriculum. Anticipatory training for new pupils who will be joining as required.</p>	<p>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)</p>	<p>SLT/ SENDCO / Teaching Staff</p> <p>Ongoing</p>	<p>Information sharing and planning supports staff to create the best inclusive environment for every disabled child</p>
<p>All educational visits to be accessible to all pupils</p>	<p>Assess every potential venue, itinerary and transport provider for accessibility before agreeing a visit to be viable. Provision of Social Stories as appropriate</p>	<p>HT, Teachers Anticipatory, in advance of any visits</p> <p>Feasibility study undertaken.</p>	<p>Participation of all pupils in a wide range of activities and visits. No child excluded on the basis of disability.</p>
<p>Children with SEND settling well into DCHS when they leave Year 6 (or other year group if applicable).</p>	<p>During the autumn term in which the child reaches Y6, staff from both schools ensure that effective transition preparation, tailored to the needs of individual children will ensure the child has a good chance of settling and accessing the</p>	<p>HT, SENDCO, Y5/6 Teacher and appropriate staff from the receiving school.</p> <p>Annually Autumn term.</p>	<p>When we follow up the children and their destinations in subsequent months, we hope to find that good preparation has led to inclusion and integration. EHAs, EHCPs, SEN Support plans are shared prior to transition.</p>

	curriculum the following September		
Being ambitious about ensuring access to extra-curricular activities, enrichment and extended curriculum engagement for all pupils. Using 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)	SLT /SENDCo /Whole staff team / pupil voice Ongoing from Autumn 2022	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:

As we develop the physical environment of the school we are careful to ensure any plans reflect the needs of children with additional needs,

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.

Recreational facilities on site are accessible to all at present. A variety of resources are available for play e.g. small balls, larger balls, short/longer skipping ropes, small, medium and large hoops, cones etc. All of these resources are reassessed when and if necessary. Health and safety inspections are carried out to check for broken or missing items and those in need of maintenance.

Pre learning activities will be provided to facilitate full participation in activities and any changes will be made beforehand if there needs to be physical changes to the environment both in terms of access and ability to participate in activities

Target	Strategy	Timescale and responsibility	Success criteria
Visitors new to school will be asked if they have any access needs we need to be aware of to facilitate their safe and easy movement around school.	Ensure that doors, entrances, and steps are easily accessed and well-defined. Investigate how best to incorporate tactile information to assist navigation	Ongoing from Spring 2023 HT and staff	Pupils and visitors with physical disabilities are able to negotiate the school site safely and conveniently at all times
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)	From September 2022 HT, All teachers	Inclusion for all pupils, flexibility across the whole school site, due to portability.
Regularly seek feedback and listen to children, young people and their families to understand what works and what needs to change to make our	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	Ongoing by all staff who support children and young people with SEND Pupil and Parent Voice	Good examples of partners working together to develop the best environments for children to thrive. Awareness of and measures in place to minimise sensory,

environments more accessible.	understand what works and what needs to change.'		auditory, tactile and olfactory distractions
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Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

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. visual timetable, consideration of the learning environment, small steps in carrying out an activity with the use of strategies such as a Now and Next board as appropriate.

Specific evidence-based programmes are in place as appropriate to support learning e.g. Read Write Inc, Talkabout resources, Shape Coding etc.

Speech and language therapy support is delivered by teaching assistants who carry out activities detailed in intervention grids and support plans on a one-to-one or small group basis as appropriate.

The following priorities from the [Northumberland SEND strategy 2021-24](#) will influence and improve access to communication support for pupils with SEND at Whittingham C of E Primary 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.'

3.2 Improve access for those with physical disabilities and where there are any sensory impairments to ensure full access is facilitated through adaptations as necessary.

3.3 Ensure there is an age appropriate curriculum and activities for all eg using age appropriate readers for those with difficulties and ensuring that there are texts to support children for whom English is not their first language.

3.4 Ensure there is good access for parents who may have a disability – ensuring that they have the full opportunity to support their child's education. For example, by providing Braille, language/interpreters, signing etc.

Date for Review September 2026

Coordinator : Belinda Athey. Headteacher

SEND Governor: Janet Young

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