



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

Accessibility Plan

2023 – 2026

The Accessibility Plan should be read in consultation with the SEND Policy, the SEN Information Report and the Annual SEN Report.

Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities.
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils.
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3).

Approved by:	The Governing Body	Date:	September 2023
Last reviewed on:	Spring 2023		
Next review due by:	Autumn 2026		

Introduction

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3-year timescale to prevent pupils with disabilities from being treated less favourably than other pupils.

South Gosforth First School aims to:

- Increase the extent to which pupils with a disability can participate in the curriculum.
- Improve the physical environment of the school building and grounds to enable pupils with disabilities and family members to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities and family members.

The Governors and Staff of South Gosforth First School recognise our duty:

- Not to discriminate against pupils with disabilities in their admissions and exclusions and provision of education and associated services.
- Not to treat pupils with disabilities less favourably for a reason related to their disability.
- To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage.
- To publish an Accessibility Plan which will plan to increase access to education for pupils with disabilities.
- To make 'reasonable adjustments' (Equality Act 2010) to support all of our families.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

South Gosforth First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Annual review of the school's strategic vision statement and School Development Plan.
- Annual review of school's SEND Policy and SEN Information Report.

Contextual information

South Gosforth First School has recently expanded and now has a nursery provision for 26 pupils, which takes the number of pupils on roll at the school to 326. Provision is all on one level with no steps. The school has one large yard and one field accessed through wide doors. Access to the school is along a drive way with pedestrian pavements. These feed into narrower walkways around the side of the school and into the grounds. The new nursery building has a ramp which leads to the entrance. The school also has entry via a path across the field which is wheelchair accessible. Main entrances have easy, level access. Two disabled parking spaces are situated next to the main school entrance for those who may have problems accessing the site. These are clearly marked and kept free for need. The school has two adult toilets with standard toilet and hand rails, big enough to accommodate a wheelchair and we have recently had a new disabled toilet and changing space created at the front of school.

An initial access audit was carried out resulting in a series of actions. This plan continues to determine the actions in the accessibility plan.

Previous adaptations made to the school:

- New disabled toilet and changing space created in the front lobby of school.
- Wheelchair ramp built leading to the entrance of our new nursery building.
- New large breakout space created outside of the Year 1 classroom which has double door access.
- Entrance doors and foyer area of school reconfigured for easier access and adapted to provide greater security with push button access and camera entry.

- Internal doors into the main school are on a key card system and are able to be opened to create a wide doorway.
- Adaptations to EYFS indoor and outdoor area, including removal of dividing walls has provided maximum space for cohort.
- Two new classrooms which are larger than existing classrooms created when moved to two-form entry, furniture is higher to reflect age of children.
- Additional toilets created with expansion, with access available from the field.
- Dining hall enlarged to reflect increasing numbers in school.
- Additional pedestrian access to site via a path across the field.
- SENCo office created to give a dedicated space for storing SEN resources, meeting with parents/ carers and completing small group activities and assessments.
- Provision of clearly marked disabled parking bays in the staff car park.

Information about the school's disabled population

South Gosforth First School's pupil population consists of children who have a range of different needs. Some children may have moderate and specific learning difficulties, whilst some pupils may have physical or sensory needs. Our SENCo, Kate Rutherford, closely monitors these needs and works alongside our families, professionals and other agencies to put appropriate provisions in place.

EYFS staff make contact with or visit all nursery providers and discuss the children who will be admitted to school in their Reception year. If any children have additional needs the Local Authority and health advisers are contacted for support and guidance.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Parents/carers, lead first aiders and where appropriate medical professionals work together to produce individual healthcare plans. Where children have significant health problems, all appropriate adults are informed. Photos of children at risk are shared with relevant staff and photographs of those with food allergies are made available to kitchen staff.

School staff also work in consultation with medical staff to support children in school with additional medical conditions. Staff are highly aware through effective communication of the issues faced by our pupils with disabilities and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

South Gosforth First School is a nut free school and signage is prominently displayed around school stating this. Where we have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions individual healthcare plans are in place for these pupils and staff have received the appropriate training to administer any emergency medication, including the use of an EpiPen or Jext. The school also has its own defibrillator.

There are a number of paediatric first aiders in school and all teaching staff have received emergency first aid training. Most members of support staff in the Early Years Unit have current Paediatric First Aid qualifications.

Areas to be considered in the action plan are:

1. Increasing access to the school curriculum

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes.

It is integral to our ethos that all of our pupils are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day and we often fund this provision for our SEND pupils. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other professionals involved with children who may have special requirements and from health and safety officers as appropriate.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework and this will also cover many pupils with disabilities. Quality first teaching is adapted and bespoke resources are provided to support those pupils within school. Pupils may access additional support if needed from the class teacher, academic mentor or teaching assistants.

The school has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought from appropriate agencies and professionals, as well as parents and carers.
- Staff training and CPD on specific areas of need in order to support staff to provide inclusive provision for all pupils.
- The allocation of resources e.g. laptops, coloured acetates, consumable materials and equipment to support reasonable adjustments for pupils who require them.
- Ensure that all curriculum development work reflects the requirements of the Equality Act 2010.

2. Improving access to the physical environment of the school

South Gosforth First School will take into account the needs of pupils and visitors with physical needs when planning and undertaking future improvements and refurbishments of the school site and premises. The physical environment of the school impacts upon the ability of different pupil groups to access areas of the site, therefore of the physical environment needs to be considered in relation to the different needs of these children and families.

We are well equipped and resourced to meet the needs of the general school population and the redevelopment of our school environment is a key area of focus on our School Development Plan. When building maintenance and repair work is carried out, consideration is given to recommendations in the Access Audit. Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff. Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.

The school has set the following overall priorities for improving access to the physical school environment:

- To introduce a new sensory space (Miss Rutherford's Office) for children in KS2 to use for therapeutic support if required.
- Flooring in all communal areas and classroom spaces in school are to be replaced in order to make spaces more easily accessible for wheelchair users.
- Urinals to be removed in all boys toilets and larger cubicles to be introduced which all pupils will be able to access.

- Classroom environment expectations to be streamlined and refined in order to ensure consistency and reduce cognitive load.
- Playground space to be redeveloped in order to incorporate areas for 'OPAL' provision to take place. These areas will be accessible for all pupils.
- EYFS outdoor area to be redeveloped, with consideration given to the different needs of our pupils.
- The vision team, hearing impairment team and ASD support team to continue regular visits into school to advise staff on how to amend learning environments to make them accessible for all.
- Reception classroom spaces to be extended to incorporate additional space for all pupils to access.

3. Improving the delivery of written information to pupils with disabilities and their families

We will ensure that we are able to provide information in a range of different formats and adaptations, as needed by our school community. This may include: hand-outs, timetables, worksheets, notices, information about school events, all curriculum material, displays, and material on computing systems. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable time frame.

In planning to make written information available to pupils with disabilities and/or parents, school will establish the area of need and make appropriate reasonable adjustments, as required. School will use Local Authority expertise and support agencies, as well as its own ICT infrastructure, to provide a range of materials which will enable everyone in our school community to access it.

The school has set the following overall priorities for delivering written information:

- Ensure consistency with the use of visual timetables in all classrooms and learning areas across school.
- Increased use of Seesaw and other applications to share information in a non-written format (for example, through the use of video) for our pupils and families who require this.
- Provide I-pads in lessons, when appropriate, for personal use to improve the access of key learning points for specific pupils.
- Re-development of our school website with additional accessibility functions.

- SENCo to liaise with the Children’s Vision Team, Hearing Impairment team and ASD team to support any children in school who require differentiated resources and presentation of written information.

Provision in an Emergency

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children, including an evaluation of procedures.

Monitoring

This policy is reviewed and agreed by the full Governing Body. We are aware of the need to review the Accessibility Plan regularly and it will be updated as a minimum every three years. This plan complements our SEND Policy, SEN Information Report, Annual SEN Report, Equalities Statement, Supporting Pupils with Medical Conditions Policy and Safeguarding and Child Protection Policy.

 <u>South Gosforth First School Accessibility Plan 2023-2026</u> 			
Targets	Actions	Proposed Outcome	Timescale
Increasing access to the school curriculum To increase the extent to which all pupils including pupils with disabilities can participate in the school curriculum.	SENCo to lead staff training on Descriptors of Need, supporting early identification of need.	Staff aware of how to identify appropriate level of support.	By Spring 24.
	Additional staff training and CPD on specific areas of need to support the development of inclusive provision for all.	Staff have the most up-to-date knowledge to best adapt and support pupils with specific areas if need.	Ongoing.
	Share Universally Available Guidance with staff.	All pupils have the opportunity to participate in clubs and trips. SENCo to monitor attendance of clubs by children with SEND and disabilities.	Termly.
	SENCo to complete audit of resources already in school and how these can be allocated across school to best support pupils.	Provision for specific needs is effective and consistent across school. Planning for SEND is appropriate, staff are aware of needs and can make reasonable adjustments as required.	Annually, with amendments as required.
	Increased use of I-pads (when appropriate) to support pupils to access learning and record ideas.		
	Liaise with outside agencies to make necessary adjustments to provision.		Ongoing.

	Build up staff and pupil awareness of disabilities through PSHE sessions, assemblies, visitors and school events.	School has an ethos of inclusion, with 'No Outsiders' as its core message. Development of new PSHE Curriculum which incorporates RSE and 'No Outsiders' texts.	'No Outsiders' training with Andrew Moffatt for all staff in October 2020. We will renew this training with Andrew Moffatt in 2024. To begin following consultation in Spring 2021 and reviewed annually.
<p>Improving access to the physical environment of the school</p> <p>To improve the physical environment of the school building and grounds to enable both pupils and family members with disabilities to take better advantage of the education, facilities and services provided.</p>	<p>Consider and develop space in KS2 (Miss Rutherford's office) for pupils to have access to a sensory space/ intervention room.</p> <p>Replace all flooring in communal areas and classrooms.</p> <p>Replace urinals in boys' toilets and replace with larger cubicles.</p> <p>Audit of classroom displays and agree on a consistent approach across school.</p> <p>Re-develop playground space and OPAL provision resources. Re-development of EYFD outdoor area.</p>	<p>Pupils in KS2 will have access to a sensory room/ and calm space close to their classrooms, which they can access for regulation.</p> <p>Support staff in year 4 will have a space to provide intervention to small groups.</p> <p>School environment will be more accessible for wheelchair users.</p> <p>Cleaner, more private facilities for pupils. Larger cubicles will facilitate access for wheelchair users.</p> <p>Establish a consistent approach across school that reduces cognitive load.</p> <p>Outdoor provision will be re-developed and areas will be accessible for all pupils, taking into consideration the variety of needs.</p>	<p>Summer term 2024.</p> <p>Ongoing (started summer 2023).</p> <p>Summer term 2024.</p> <p>Ongoing.</p> <p>Ongoing.</p>

	<p>Continue to liaise with vision, hearing impairment team and ASD support team, discussing changes.</p> <p>Extend classroom spaces in Reception.</p>	<p>Make changes to the school environment to meet the needs of all pupils.</p> <p>Extend the learning environment to create more accessible learning areas for all pupils.</p>	<p>Ongoing.</p> <p>Summer 2025.</p>
<p>Improving delivery of written information</p> <p>To improve the availability of accessible information to pupils with disabilities and family members.</p>	<p>Develop a consistent approach to visual timetables across school.</p> <p>Explore and develop the use of Seesaw and other applications to share information in a non-written format</p> <p>Audit I-pads in school and consider how they could be used to support pupils in lessons.</p> <p>Re-development of our school website with additional accessibility functions.</p> <p>SENDCo to liaise with the Children’s Vision Team, Hearing Impairment team and ASD team.</p>	<p>Ensure consistency and support pupils with their understanding of routine, reducing anxiety.</p> <p>Pupils and families will have access to information in multiple forms, meeting the needs of all and ensuring information is shared with all families.</p> <p>Pupils with additional needs will be able to access and respond to learning using alternative formats, gaining knowledge of their understanding.</p> <p>The whole school community, regardless of need, will be able to access important information.</p> <p>SENDCo will be able to provide support to staff and advise on development of differentiation of resources to support learners who require information to be presented in alternative ways.</p>	<p>Ongoing – Spring 2024.</p> <p>Ongoing.</p> <p>Spring 2024.</p> <p>Ongoing.</p> <p>Ongoing.</p>