



Otterburn Primary School accessibility plan

2022 - 2025

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3-year period covered by the plan: 2022-2025

Introduction

The SEN and Disability Act 2001/10 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body 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 **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

At Otterburn School we strive to provide our children with an excellent education through broad and balanced learning opportunities. We want all of our pupils to succeed and fulfil their potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes. We positively believe that a strong global relationship with others across the world is necessary to help our children grow and become effective citizens. We have developed effective, real-life links with the wider world. 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 special person with a preferred learning style and needs. Responsive teaching ensures that pupils obtain modelling, explanations and scaffolding and high quality feedback for all of our pupils.

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 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 – regardless of their protected characteristic, disability or vulnerability

Nursery/Feeder School Transition

Children join our school at 3 years of age. We are developing links with the local pre-school group to ensure smooth transition to Nursery.

Some children have difficulties with language, and this is addressed during their time in pre-school.

Progress is discussed with main school SENCO termly and in more detail during the Summer term prior to entry into Reception.

Feeder Middle School Transition

We have close ties with our feeder middle and secondary schools, Bellingham Middle School and Haydon Bridge. We ensure that children who are highlighted as meeting the criteria have a plan linked to a successful transfer. A transfer meeting is held to discuss pupils, their progress, needs and social awareness. The Headteacher, SENDCO and Year 6 teacher meet with the head of Year 7/SENDCO to discuss individual pupils. All documents pertinent to each child are sent to the feeder schools in plenty of time for staff to gain a better knowledge of the children to ensure appropriate support is in place in new settings from day 1 of admission.

Procedure at Otterburn for transitioning pupils to new settings remains consistent regardless of the onward setting. 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 Otterburn Primary school's plan

- To further improve opportunities for all pupils and accessibility around school given changes in levels in the central corridor area.
- To ensure that transition to middle/high school is effective and successful for all learners, to prioritise inclusion for any child with additional needs.

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 which will always strive to ensure equal access to all areas of the curriculum. All school policies recognise, reinforce and celebrate this. Schemes of work in all areas are differentiated thus enabling all to achieve.

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. (Northumberland SEND Strategy 3.1)	SENDCO Ongoing and as required	Raised staff confidence and strategies being deployed. Pupil participation visible.
Ensure that all staff are aware of the particular needs of disabled children and those with SEN when accessing the curriculum	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	Information sharing supports 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	HT, Teachers Anticipatory, in advance of any visits	Participation of all pupils in a wide

	for accessibility before agreeing a visit to be viable.		range of activities and visits. No child excluded on the basis of disability.
Children with SEND settling well into their new schools when they leave Otterburn.	During the summer term, staff 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 curriculum in September	Annually Summer term HT, SENDCO, Y6 teacher	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 when appropriate. Plans and funding in place prior to transition wherever possible
Increase access to additional exercise opportunities such as swimming for pupils with physical impairment	Improve the choice 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 Ongoing	Innovation and better inclusion for pupils with physical disabilities

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 in the past to reflect the needs of children with additional needs, e.g. a ramp at the front of school and in KS1 outdoor area. Double door access is in place on the playground side of the building to enable a wheelchair user to have equal access to school.

Car parking space is plentiful for users. Markings on the car park need to accommodate a designated accessible parking space.

Signage within school is clear and appropriate.

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. We have some space on the premises to permit the offer of services/therapies effectively in school. The intervention room can now be used for visiting specialists e.g. speech therapist, audiometrician etc.

Recreational facilities on site are accessible to all at present. The yard has markings on to encourage play. 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. We also have a variety of large vehicles chosen by the children themselves. These vehicles are relevant to different ages and levels of physical development. All of these resources are reassessed when and if necessary. Health and safety inspections are carried out each day via the head teacher who checks for broken items and those in need of maintenance. Our caretaker Mr. D. Bell completes a weekly check on the outdoor facilities and a termly inspection will be carried out via the Health and safety governor Mr C. Lamb. Problems reported are acted upon immediately. We also have an annual non fixed play area assessment carried out via NCC. All areas of concern are fed into the SIP and acted upon accordingly to ensure that all facilities are safe for the children.

Target	Strategy	Timescale and responsibility	Success criteria
Improve signage and access for visually impaired people	Ensure that doors, entrances and steps and visually well-defined by the use of contrasting colours. Investigate how best to incorporate tactile information to assist navigation	Ongoing from September 2022 HT and staff	Pupils and visitors with physical disabilities are able to negotiate the school site safely and conveniently at all times
Make sure 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	This is part of priority1 of the Northumberland	Ongoing by all staff who support	Good examples of partners working together to develop the best

families to understand what works and what needs to change to make our environments more accessible.	SEND Strategy 2021-2024	children and young people with SEND	environments for children to thrive.
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Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At present all community information in school is given in a written and a spoken format. Written format tends to be our weekly newsletter, parent letters, Website, School Facebook page and our electronic communication system Parent Mail. Spoken format tends to be in person e.g. meetings or on the playground, via telephone or during Celebration Assembly on a Friday morning or at important events e.g. sports evening etc as all parents tend to attend. Important notices etc are given at this time. Within School Parliament we discuss all important occurrences and share our thoughts with our peers.

Within school we want to encourage a climate where all children can achieve. We are currently developing our curriculum in a creative way which addresses each individual, learning style and personal development and achievement. We firmly believe in identifying which pupils learn best according to the communication style that works for them.

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 programmes are put in place to support learning e.g. Read Write Inc, Lexia, Toe by Toe.

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 Otterburn 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 Autumn 2025

Coordinator : Deborah Worrall [Interim Head teacher]

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

