



Otterburn Primary School and Nursery

Accessibility Plan

2025-2028

Document Review & Approval

Approved by: Governing Body of Otterburn Primary School

Headteacher: Alison Woodcock

Chair of Governors: Deborah Worrall

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Next scheduled review: September 2025 (beginning of academic year)

Accessibility of Information:

This document is available in alternative formats upon request. Please contact the school office if you require a large print, translated, or audio version. The document is also published on our school website under the statutory information section, in accordance with the Equality Act 2010 and Public Sector Equality Duty.

Otterburn Primary School Accessibility Plan

3-year period covered by the plan: 2025-2028.

The priorities set below are to be achieved within the timescale of this reporting cycle.

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 most urgent, new priorities identified and how we will resource and implement them.

Vision and Values

We know that we can best achieve our aims by working in close partnership with families and our communities. We recognise 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 our main focus centres on developing as 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 participate in school and community life. This plan helps to ensure that this happens for all children in our school who have disabilities. Inclusion considers a child's protected characteristics, disability and vulnerability.

With a relatively small cohort of children, it is rare that we support children with a physical disability. We maintain accessible buildings and facilities and ensure that staff have training and CPD to be able to make anticipatory adjustments when required.

Transitions

Nursery/Feeder School Transition

Children join our school at 3 years of age. We develop 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.

Transition at Key Stage 2

We have close ties with the middle and secondary schools which are the destination for most of our children, Bellingham Middle School and Haydon Bridge. We ensure that children who meet the criteria have a plan which aims to ensure 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' EDI lead 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 by making use of informal 'quiet zones' outside classrooms
- To manage parental and teacher expectations about the availability of specialist school places and to ensure that cycles of support and strategies in school contribute to best inclusive practice for every pupil.
- To ensure that transition to middle/high school is effective and successful for all learners, by prioritising inclusion for any child with additional needs.

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

Transition points, differentiation and self-regulation.

With the support of the High Incidence Needs Team (HINT), we have accessed valuable support to ensure that staff are equipped to facilitate sensory processing techniques, have autism awareness and offer Speech and Language interventions to help children regulate and access the curriculum.

Therapeutic interventions are intended to help children with learning disabilities to self-regulate and be able to learn. We have a lot of insight into the needs of each child; this is helped by the small class sizes and the length of time children stay in a mixed-age teaching environment. However, we do face challenges:

- Mixed ages and abilities in classrooms mean that class teachers must hone and refine differentiation by ability as well as age.
- The composition of our classes might be affected by children of very different ages (e.g. summer birthdays) and abilities at the points of transition.
- We aim to work to further embed and develop the strong focus we have on metacognitive strategies (Zones of Regulation) with the aim of building resilience and helping children with disabilities to move seamlessly through transition points by developing friendships, strategies and resources to support and enhance learning.
- Over the three years of this strategy, we will refine and reflect on the most successful elements of the plans such as those promoting social interaction, resilience, emotional wellbeing and self-regulation.

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

An enabling environment

Our school site currently meets the accessibility needs of all of the pupils and community partners who use it.

Any improvements we make to the physical environment are constrained by financial limitations, however the following plans are in place for this cycle and all contribute to making the school more accessible to people with disabilities.

These will include:

- Relational practice and behaviour management techniques

- An ELSA trained staff member and bespoke interventions for pupils who find school challenging or overwhelming.
- Zones of Regulation in every classroom as a valuable tool for adults to support children in understanding and managing their emotions. By incorporating this framework into our daily interactions and activities, we hope to create a more emotionally aware and regulated classroom environment.
- Flexible zones outside classrooms
- Fidget contracts for children who use resources to help self-regulate
- Psychology SLA to increase access to cycles of specialist support by identifying need early on.

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

Specific Strategies for Specific Learning Disabilities:

- **Dyslexia:** Use multisensory approaches to teaching literacy, such as incorporating visual, auditory, and kinaesthetic activities. Provide explicit instruction in phonics and phonological awareness.
- **Dysgraphia:** Offer alternative methods for completing written tasks, such as using a computer or voice recorder. Provide assistive technology for handwriting support.
- **ADHD:** Minimise distractions in the learning environment and break down tasks into smaller chunks. Use visual timers and checklists to help students stay focused.
- **Auditory Processing Disorder:** Provide clear and concise instructions. Use visual aids and repeat key information. Reduce background noise in the classroom.

We will continue to collaborate with High and Low Incidence Needs Teams to ensure that children have access to technology, therapies and aids to learning that make the written word more accessible.

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
- revision guides for Key Stages 2

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

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

Building design and sensory preferences

[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.