

Morpeth First School

Accessibility Plan 2019 - 2022



Written by: Sandra Bell

Chair of Governors – Mike Finlay and Craig Appleby

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Context

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. The effect of the law means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The Accessibility Plan must be reviewed every 3 years and approved, monitored and evaluated by the Headteacher, SLT and by the Governing Body.

The Accessibility Plan complements and supports the school's Equality Objectives and will be published on the school website. It shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practicable.

Aims and Objectives

At Morpeth First School, our [school vision](#), revisited in 2020, reflects our commitment to ensuring that every child feels 'Treasured, Courageous and Empowered'. Our status as a 'School of Character' and our associated curriculum reflects our aim that all children are inspired to flourish in a safe and caring environment, where they are shown kindness, and encouraged to be kind. Children believe in themselves. They demonstrate resilience, confidence and determination, in order to learn with both excitement and enthusiasm. Children feel a sense of pride for themselves and others, and are motivated to show empathy, integrity and respect.

Morpeth First School has clear ways of identifying , assessing and making provision for Special Educational Needs and Disability (SEND) as set out in our [SEND information 2022](#). We are an inclusive school and as such, welcome learners with diverse requirements where we are able meet their needs. We are happy to work with parents and other outside agencies to listen to requests for accessibility and incorporate them into our Accessibility Plan when they arise. We respect the voice of the learner and their families and their preferences for how the learner's needs should be met.

The school will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people, including those with hidden disability. We plan in advance wherever possible so that thought is given to what disabled stakeholders may require in the future and what adjustments can be made to prevent that disadvantage.

We aim to:-

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment and take advantage of education associated services
- Improve access through the use of visual information to support pupils and visitors

This document is not stand alone but should be considered alongside other school documents including (but not exclusively):

- SEND information report
- Local Offer
- Published Equalities information
- Safeguarding policy
- Health and Safety Policy
- Staff related policies (eg risk assessments etc)

This plan will also be used to advise and inform future planning documents and policies

Our review of previous objectives (2019-2022) and the action plan for 2023 – 2026 are provided below.

Current position

Our current school position is outlined in the [SEND Information Report](#) and [Published equalities information](#).

We currently have 293 mainstream pupils in Reception to Year 4 on roll with 39 pupils in the Nursery.

The proportion of pupils with SEND support and the proportion of pupils with an Education Healthcare Plan are below National averages. We understand that effective communication is essential and we aim to ask about medical and special educational needs, as well as any concerns that parents might have in early communication with new parents and carers. For parents and carers of children already in the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

We are a relatively new build school (2019) and as such, are fully accessible for all users. All corridors are wide and there is wheelchair access and egress throughout. There is an accessible lift to the first floor of the building and an accessible shower and changing area in EYFS. There are 3 disabled toilets inside, and both outdoor toilets are suitable for wheelchair users. Both stairwells have a disabled refuge point with an emergency call button on the first floor and a ResQue device for emergency evacuation. Ground floor classrooms have their own emergency exit doors. The ground floor leads to a single level playground and there is a ramp to the multi-use games area. Disabled access to the playing field is via this area. There is a sound loop available in the main office.

Curriculum

Where necessary, pupils have the necessary equipment to enable them to be part of the class and physically access the curriculum as advised by outside agencies, for example, writing slopes, use of laptops, ergonomic writing equipment etc. Staff adapt the classroom environment and teaching resources where required to meet the needs of individual children, this may be with the advice and support from outside agencies. Subject areas such as PE are adapted to meet the needs of diverse abilities and needs in order that each child can participate and flourish at their own level. Where more specific personalised intervention is required, for example physical movement programs or speech therapy specified by outside agencies, we endeavour to integrate this into the school day to enable the child to access the curriculum with greater success.

Information

We recognise that communication is essential to learning and different forms of communication are made available to enable disabled pupils to express their views or hear the views of others. Information is planned and can be accessed in different ways.

The Accessibility Plan will be reviewed annually by the Headteacher and Governing Body. The targets set are intended to be long term, over the course of 3 years, however these may be adapted if circumstances, legislation or the needs of pupils change during this period.

This plan is available in large print on request.

Review of Accessibility Plan 2019-2022

Curriculum				
Priority	Action	Timescale	Responsibility	How we have met targets set for 2019-2022
Effective communication and with parents/carers	Parent workshops to support core curriculum areas Stay and learn sessions Parents evenings (termly)	In place and ongoing	SLT Subject managers	Introduction of Seesaw to update families with relevant info Half termly update either via parent consultation and alternate target information Regular newsletters Open door policy
Training for increasing access to the curriculum for all	Epipen and diabetic training for staff Facilities to provide children with ongoing specific medication Training from Hub learning team as appropriate to support children Ongoing guidance from specialist (eg sensory support, speech therapy etc as required) Access to courses/CPD Partnership curriculum meetings/ links	In place and ongoing Annual epipen training Diabetic training annually when required	SLT SENDCo	Epipen training on rolling program Training for various staff from OT and Hub for specific physical and learning needs of children including sensory support, speech therapy and peg feeding support
Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of support staff Use of ICT	In place and ongoing	SLT SENDCo	Catch up groups established Children have access to staff throughout the day for support for SEMH
Adaptions to the curriculum where appropriate	Pastoral support timetable adaptations Individual programmes (eg speech therapy) Attendance at support sessions offsite Use of access arrangements for statutory testing where appropriate	In place and ongoing	SENDCo HT	Nurture provision set up and running with increased capacity for children who require this provision over and above classroom input in order to overcome SEMH barriers to accessing the curriculum Staff training for new PSHE and introduction of Character curriculum allow first wave support for SEMH in the classroom
Appropriate use of specialised equipment to benefit individual pupils and staff	i-pads/ICT resources used to support recording and learning Sloping boards for pupils with motor difficulties Specialised textured sensory cushions Handwriting aids (specialised pens etc)	In place and / or ordered when required	SENDCo Class teachers SMT	Sloping boards utilised where appropriate Purchase of sensory equipment for individual children including the use of fidget toys, weighted blankets, ear defenders etc

	Use of chew/fiddle toys			Sensory room established to ensure that children who require have their sensory needs met.
Improve access for children with visual/hearing impairment	Sensory impairment team involvement Use of appropriate aids as required based on needs	As required	SENDCo	Involvement with other agencies to support children with required visual and auditory equipment
Out of school activities and clubs are planned to ensure reasonable adjustments are made to enable the participation of all pupils wishing to attend	Risk assessments undertaken with off site visits to ensure safe participation of those with particular needs including dietary needs on residential visits Equipment provided for school based clubs to enable equal access External providers to comply with legal duties	In place when required	SENDCo Class teacher/club leaders	Extra curricular activities accessible for all children with SEND or other needs All possible steps taken to ensure that children with medical conditions are offered the same opportunities as peers in relation to extracurricular clubs and school trips
Physical Environment				
Priority	Action	Timescale	Responsibility	How we have met targets set for 2019-2022
Provision of wheelchair accessible toilets indoor (both floors) and outdoor	Maintain standards of accessible toilets by ensuring entry and internal access is unhindered. Provide clinical waste bins in internal facilities	In place and ongoing	SLT Caretaking staff	Building is wheelchair accessible Areas in classrooms rearranged to allow appropriate access for wheelchair users Resources which may pose a hazard to specific children due to medical or physical disability removed
Access into school, reception area and corridors to be fully compliant	Designated disabled parking bays to be appropriately used. Office staff to challenge visitors who park in disabled bays when not entitled Doors and corridors to be regularly risk assessed for accessibility to ensure that they are free from extraneous furniture and belongings Lift to be fully operational	In place and ongoing	SMT Office staff Maintenance regime for lift as required by suppliers	Physical accessibility of facilities maintained Drivers have been challenged for parking in accessible bays Lift regularly maintained and serviced
Maintain safe access around exterior of school building	Ensure that pathways around school are kept free of vegetation and front plaza brickwork is even and kept ice/snow free through appropriate gritting policy	In place and ongoing as required	SMT Caretaking and maintenance staff	Physical access around school has continued to be monitored on a daily basis as part of site manager role and is safe for all disabled users Gritting plan followed

Support for accessibility for visual impaired users	Steps/steep areas highlighted in yellow, non-slip tape, regularly checked and faults reported immediately to Caretaking staff Flooring regularly checked for irregularities and lifting surfaces, faults noted and reported to building contractors where required Doors in contrasting colours to corridor walls	In place and ongoing	SMT Caretaking staff	Physical safety for visually impaired users is maintained Any uneven flooring has been marked with high vis tape Uneven /damaged lino is checked on a regular basis to ensure it has not developed areas which may be a trip hazard
Support for accessibility for hearing impaired users	Hearing loop/soundfield installed in main office Alarm linked to flashing light signal Visual panels in doors to allow view of users coming in opposite direction	In place and ongoing	Office staff	Physical safety for hearing impaired users is maintained regularly
Provision of EVAC equipment and accessible emergency phone in upper floor stairwell	Maintain appropriate checks to ensure equipment is maintained Provide staff training for safe use of EVAC equipment	In place and ongoing	SMT/Caretaking Team Fire checks	Physical safety for disabled users is maintained and checked by fire safety officers
Information				
Priority	Action	Timescale	How we have met targets set for 2019-2022	
Availability of written material in alternative forms	Improve availability of information for parents – display leaflets for parents to collect Provide translated/large print documents where required	Ongoing	SMT Office staff	Parents have access to relevant information on request Leaflet holder situated in main reception area Access to translated/large print available from the office
Ensure that materials are accessible for pupils	Use of coloured overlays or paper where required Signage clear within Adapted test materials where required	Ongoing	Teaching staff SENDCo	Adapted materials eg large print are provided where necessary for pupils

Accessibility Plan 2023 – 2026

Curriculum	Long Term – To increase the extent to which disabled pupils can participate in the school curriculum					
Priority	Action	Timescale	Resources	Responsibility	Monitoring and Evaluation	Success criteria
Ensure that foundation curriculum is enabling SEND children to make good or better progress	*Subject leaders continue to refine assessment and monitor progress in foundation subjects and report on SEND progress annually. Where barriers arise for particular children, subject leaders work with class teachers to help to address these	ongoing	Subject Manager release time/PPA	Subject Leaders and class teachers	SLT/SENDCo	Children with SEND have access to a varied curriculum which meets their needs
Improve access to and adapt the curriculum where required to meet the specific needs of pupil's SEND	<ul style="list-style-type: none"> *Individual teachers adapt curriculum as required to meet the needs of individual pupils *Annual review of EHCP to ensure that needs are being met *Specific training undertaken to support teachers in delivery of curriculum *Referral into other services where required through HUB * Staff attendance at relevant meetings *Use of specialised equipment and training for use where required *Staff training to support children with specific needs (eg hearing impaired) *SENDCo to monitor the timing of intervention groups to ensure that the same subject is not missed every week to allow access to a balanced curriculum 	Ongoing as required	As required SENDCo release time Training provided by outside professionals where required	SENDCo/ class teachers	SEND governor / HT	The barriers to learning that children face are minimised as far as possible

Allow children to access the curriculum by ensuring they are ready to learn	*All staff continue to monitor the mental well being of children within school. Where required, implement first wave intervention to support this in class through the PSHE and Character curriculum and if require refer into the Nurture Nook	Ongoing	Mental health training Nurture Nook resourcing	All staff Mental Health Lead SLT Psychological services Specialist teachers	SENDCo Mental Health lead HT	Children are regulated and ready to learn
To ensure that children have a smooth transition into the school, between year groups and from First – Middle school	*EYFS staff visit pre school settings to discuss the needs of pupils entering Reception class and ensure clear transfer of information/records, *Arranging multi agency meetings where required to ensure the setting is appropriate. *Information sharing session between year groups within the school and with parents. *Liaison with middle schools to ensure that information is shared and early visits for those that need are offered.	Summer term transition meetings	EYFS release time to visit nurseries Y4 staff release time for information transfer and visit supervision	Class teachers SLT	Teachers	Teachers have a good understanding of the needs of all pupils as they enter the next phase of their education
Physical environment	Long Term - To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils					
Priority	Action	Timescale	Resources	Responsibility	Monitoring and Evaluation	Success criteria
Develop ongoing termly checklists to address maintenance issues related to accessibility	*Staff identify any safety issues (indoor and outdoor) and log in main office *Site manager to address identified safety risks and rectify *H and S report to Govs by HT	Ongoing	As required	Office Manager/ Site manager/HT All staff	H&S Gov SEND Gov	Physical building is risk assessed for accessibility and issues addressed in a timely manner to reduce the chance of accidents or issues with access
To ensure the safety of the environment for children with SEND	*To work with outside agencies where required to adapt the physical environment for identified pupils *To ensure that risk assessments are in place for key pupils where necessary	Ongoing	As required	HT /SENDCo Relevant teaching /support staff	H&S Gov SEND Gov	Children are able to access areas of the site safely

To support the health of those with long term medical conditions	*Work towards accreditation with the Asthma Friendly School award *Develop an asthma friendly environment in school through the use of specific plants	By Summer 23	NA	All staff	SB	Target met in Asthma Friendly School accreditation process
To develop the play environment for all pupils	*Identify funding or resourcing opportunities *Involve the school Council in creating a 'wish list' for all pupils *Regular checks and maintenance	As funding allows	Funding sought	School Council PE Coord HT	School Council PE Coord HT	The play environment is inspirational and is as accessible as possible for all pupils
Accessibility of Information	Long Term – to improve the delivery of information to disabled pupils and parents					
Priority	Action	Timescale	Resources	Responsibility	Monitoring and Evaluation	Success criteria
To ensure that school is fully aware of the needs of children and parents by keeping records up to date	*Office staff are aware of needs as notified and adapt material on request (eg large print) *Health care plans and medical lists kept up to date *Information is passed between teachers relating to parents/carers needs	ongoing	NA	Office staff First Aid lead Class teachers	SLT	Required information is kept up to date and passed on to next teacher
To ensure that disabled signage is clearly marked and accessed appropriate by those that need it	*Site manager and Office staff to ensure correct use of disabled facilities *Parents made aware of rules for parking spaces via newsletters/electronic mail	As required	Replacement/new signage if required	Office staff Staff updating policies	HT Gov Body	Disabled access and facilities are appropriately used
The school environment offers further information to pupils and visitors	*Staff photos displayed on board regularly updated *Use of photographs for visual displays *Use of photographs in children's books for recording learning objectives where required	Ongoing	Printing costs	Teaching staff Office staff	Gov Body HT/SLT	Pupils and parents are supported in accessing information through the use of visual mechanisms