

Stamfordham Primary School Accessibility Plan

3-year period covered by the plan: 2023-2026

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** 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 Stamfordham Primary School we strive to provide our children with an excellent education through broad and balanced learning opportunities. We want all pupils to succeed and fulfil their potential, academically, physically and socially in an atmosphere where they can grow and acquire skills, values and attitudes for life. We provide a caring environment in which every child feels valued and respected. Our values of Resilient, Ambitious and Nurturing guide our planning and ambitions. We listen to children and promote informed debate and critical thinking. We respond to children as individuals. Each child is a unique person with a preferred learning style and needs. Responsive teaching ensures that pupils obtain modelling, explanations and scaffolding and high-quality feedback.

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 and services 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. Inclusion takes into account a child's protected characteristics, disability and vulnerability.

Pre-School Transition

We work really closely with our pre-school staff and have a very successful transition. Children identified within the preschool 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 during their time in pre-school.

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

High School Transition

We have close ties with our high school, Ponteland 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 to discuss pupils, their progress, needs and social awareness. The Bee Project, where children work with local bee keepers for a term helps with this. The transition co-ordinator meets regularly with the head of Year 6 to discuss individual pupils. 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 Stamfordham 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.
- To ensure that transition to high 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 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 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.

Target	Strategy	Timescale and responsibility	Success criteria
Increase the range of strategies staff use to differentiate the curriculum, using proven and evidence-based approaches. Publish and regularly update SEND differentiated approaches for each	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.	SENDCo Ongoing and as required	Staff awareness of how the curriculum is made more accessible for some pupils. Reassurance for parents and carers, because we are clear and anticipatory in our ambition to teach an inclusive curriculum.

curriculum area on the school web site	(Northumberland SEND Strategy 3.1)		No barriers to participation for pupils with SEND.
Ensure that all staff are aware of the particular needs of disabled children and those with SEN when accessing the curriculum. Anticipatory training for new pupils who will be joining as required.	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 and planning 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 for accessibility before agreeing a visit to be viable.	HT, Teachers Anticipatory, in advance of any visits	Participation of all pupils in a wide range of activities and visits. No child excluded on the basis of disability.
Children with SEND settling well into the high school when they leave Stamfordham.	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, Y5/6 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
Being ambitious about ensuring access to extra-curricular activities, enrichment and extended curriculum engagement for all pupils. Using school council and 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)	School leadership PE specialist SENDCo School council Ongoing	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:

The physical environment of the school has been modified in the past to 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 each day to check for broken or missing items and those in need of maintenance.

Target	Strategy	Timescale and responsibility	Success criteria
Improve signage and access on site 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
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 environments more accessible.	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 understand what works and what needs to change.'	Ongoing by all staff who support children and young people with SEND School Council	Good examples of partners working together to develop the best environments for children to thrive. Awareness of and measures in place to minimise sensory, auditory, tactile and olfactory distractions

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. Within School Council we discuss all important occurrences and share our thoughts with our peers, with adults and the wider community. School Council is a deliberately diverse group of children and young people.

Within school we want to encourage a climate where all children can achieve. Our school values of Resilient, Ambitious and Nurturing are also the cornerstones of our SEND strategies.

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 evidence-based programmes are in place to support learning e.g. Read Write Inc, Every child a counter, Precision teaching etc.

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 Stamfordham 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.

Date for Review January 2026

Coordinator : Lynsey Briddock (Headteacher)

SEND Governor: Chris Bush

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

