

## Hexham First School Accessibility Plan

**Date Written:** October 2024  
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**Responsible Governor:** Jade Wang (SEND Link Governor)  
**Adopted by Governors:** December 2024  
**Date for Review:** December 2026

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.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Our School Vision**

We aim to ensure that we provide opportunities to ensure we are implementing our vision to ensure positive outcomes for all stakeholders.

### **Happy Healthy and aiming high**

Hexham First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report and graduated approach. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Hexham First 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. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

**THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.**

## Accessibility Plan for Hexham First School from February 2023 - February 2026

### Curriculum

| Priority  | Action(s) to be taken  | Timescales                           | Resources   | Responsibility  | Monitoring and evaluation              | Annual Review (October 24)   |
|---|--|--------------------------------------|---|---|--|--|
| Continue to refine the school's assessment system to always capture a precise picture of the attainment and progress of SEND pupils working below the expected level HT/ /SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils. | Continue to refine the school's assessment system to always capture a precise picture of the attainment and progress of SEND pupils working below the expected level HT /SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.<br>Progress reviews to have a SEND focus  | September 24 and annually thereafter | SENCo time  | SENCO, all teaching staff   | HT SEND Governor                       | 2024 – range of assessment techniques in place to capture small steps in progress and plan for next steps e.g. RWI assessment Dyscalculia Maths assessment, Ready to Progress Maths and Accelerated rEader Assessments |
| Improve communication and language outcomes by the end of EYFS. To remove barriers to the curriculum for children with Speech, language and communication needs.  | Additional intensive speech and language support through group and individual interventions – Speech and language interventions<br>Read,Write, Inc intervention<br>Language for literacy interventions<br><br>Additional personalised interventions delivered 3x week to children with speech and language plans / specific needs<br><br>Visual timetables and lanyards - EYFS staff<br>Communication in print software to be used<br>Summer term - all new labels in school to use communication in print | September 2024                       | PP and EYPP funding<br>LIST – Speech and Language Therapist intervention<br><br>Speech and language plans 3x week for individual children | Head teacher<br>SENDCO<br>Early Years Staff<br>Early Years Leader | SEND Governor<br>SENDCO<br>Headteacher | Summer 2025 communication and language outcomes in line with National Average. Pupil progress shows better than expected progress.   |
| Training for staff on increasing access to the curriculum for all pupils  | Access to courses - CPD ongoing. Guidance from specialists e.g. SALT, physiotherapists, OT, school Health, CYPS, SEND services<br>Hint team<br>Northumberland Padlets  | In place and ongoing                 | In place and ongoing  | In place and ongoing  | SEND Governor<br>SENDCO<br>Headteacher | 2024- Close working with outside professionals e.g SALT. HINT team<br>2024 – range of  |

|  |   |  |                                    |                               |                               |  |
|--|---|--|------------------------------------|-------------------------------|-------------------------------|--|
|  |   |  |                                    |                               |                               | training e.g zones of regulation.Trauma informed practice  |
| Ensure that the curriculum model is enabling SEND pupils to make good or better progress in all classes. | Precisely monitoring activities on evaluating impact of teaching/curriculum on SEND pupils' progress - discussion at progress reviews<br>Pupil Passport SEND meeting - termly<br>Increase SENDCO release time to include specific monitoring time – learning walk, book monitoring and meetings with teachers | Sept 2024                              | School budget - Senco release time | HT Resources Committee SENDCO | HT Resources Committee SENDCO | SENDCO is released one morning a week. SEND pupil progress is monitored termly and extra support is provided where needed. |
| Peer review whole school SEND school improvement project   | Senco to work with Lead Senco and NCC to audit SEND provisions and analyse and track HFS SEND offer   | Sept 24 onwards                        | School budget - Senco release time | HT Resources Committee SENDCO | HT Resources Committee SENDCO | Peer review process  |
| Adapt the curriculum to meet specific pupils' SEND   | Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan   | September 2024 and annually thereafter |                                    | SENDCO                        | HT SEND Governor              | Nurture groups are used to meet particular areas of need.  |

### Physical Environment

| Priority   | Action(s) to be taken   | Timescales          | Resources | Responsibility     | Monitoring and evaluation                        | Annual Review                             |
|--|---|---------------------|-----------|--------------------|--|---|
| Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access) | Checklist to be developed and shared with governors and staff.<br>Termly check reported in HT report to governors.  | From September 2024 |           | HT Caretaker       | H&S Governor<br>SEND Governor                    | Checklist used as and when need arises.   |
| Evaluate user experience.  | Invite wheelchair user with school council to navigate school and provide feedback to inform accessibility arrangements and annual review of plan. Identify users with other types of physical needs and repeat the exercise annually (from summer 2023) with school council, raising awareness of SEND and supporting pupils to take responsibility for improving the environment. | Summer 2024         |           | HT<br>H&S Governor | Governing Body<br>School Council<br>HT Caretaker | Children have used wheelchairs in school. |

**Accessibility of Information**

| <b>Priority</b>  | <b>Action(s) to be taken</b>  | <b>Timescales</b> | <b>Resources</b>  | <b>Responsibility</b> | <b>Monitoring and evaluation</b> | <b>Annual Review</b>                               |
|--|---|-------------------|---|-----------------------|----------------------------------|--|
| Ensure that all stakeholders can access written information provided by school | Specify on the school website and provide regular reminders that large type formats of any school produced documentation can be made available.<br>Schools can provide help with reading any documentation.<br>Policies to include footnote about larger print. | Sept 24 ongoing   | Large print versions available.<br>School website page. | HT<br>Office Staff    | SEND Governor                    | Large print options clearly marked on the website. |