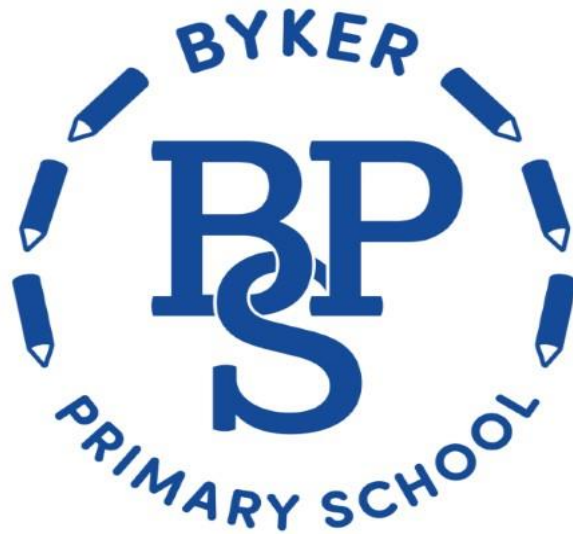


# Accessibility Plan 2024-2027

## Byker Primary School



Approved by:	Governing Body
Approved Date:	17.10.2024
Review frequency:	Annually
Next Review Date:	17.10.2027

At Byker Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

## Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

This plan has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Reasonable Adjustments for Disabled Pupils: Guidance for Schools in England 2012
- The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.
- The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.
- Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.
- A school's duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally, and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

This policy will be used in conjunction with the following school policies and procedures:

- Special Educational Needs and Disabilities (SEND) Policy
- Health and Safety Policy

### Key Aims:

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines:

- To increase the extent to which pupils with disabilities can participate in the curriculum This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits.
- To improve and maintain the school's physical environment to enable pupils with disabilities to access the facilities and education on offer This covers improvement to the physical environment of the school and physical aids to access education.
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

This plan will be reviewed every three years by the full Governing Body and annually by the Inclusion Committee.

### Contextual Information

Byker Primary is a two form entry primary in Newcastle upon Tyne. We are a highly inclusive school with a broad and diverse range of need. All children have access to all lessons, including PE lessons, where reasonable adjustments are made to the curriculum in order to give them an appropriate experience of the subject. All children are encouraged to attend extra-curricular activities and trips.

Our school is accessible from street level at all entrances, including the main school entrance. There is a designated disabled access parking bay within the school car park. The building is two storey, with a stair-lift located near the main entrance allowing access to both floors of the building. The school has wide corridors and doors allowing ease of access to classrooms and hall areas. Handrails are fitted to all stairs. There are disabled access toilets on both floors of the building. In each

teaching room there is an electronic interactive white board which can be used to support those with visual impairments.

Medicines are stored centrally in the school office. There is a designated medical member of staff (Robert Watson, Assistant Head, KS2) who coordinates medical care and first aid support. All controlled medication is kept in a central safe and secure place, which has easy access for First Aiders and staff members.

Staff are well informed of the individual needs of children that they work with and regular training and CPD takes place in school to inform staff of different medical conditions and Special Educational Needs and Disabilities. Children with medical conditions have an up to date Care Plan which is agreed with parents/carers. A number of staff are trained in paediatric first aid and specific staff are trained to provide specialist medical support.

The school Fire Management Plan addresses any evacuation needs of disabled visitors. There is a 'Personal Emergency Evacuation Plan' (PEEP) is in place and updated regularly for children who are disabled. There is an Evac Chair located in the stairwell closest to the school office.

Plan Overview:

TARGET	ACTION	TIMESCALE	OUTCOMES	MONITORING & EVALUATION
<b>To ensure that all areas of the school buildings and grounds are accessible for all children and adults.</b>	<ul style="list-style-type: none"> <li>• Ongoing as the school building and grounds are developed</li> <li>• Furniture and equipment are selected age related as appropriate, with adaptations where necessary.</li> </ul>	<p>Ongoing</p> <p>Accessible toilets development alongside capital LA team</p>	<p>All children are able to access all areas of the school buildings and grounds</p>	<p>Facilities Management</p> <p>Meeting</p> <p>Governors</p>

<p><b>Ensure children with SEND have full access to the curriculum</b></p>	<ul style="list-style-type: none"> <li>When planning lessons teachers consider the needs of all children in their class. Tasks adapted within the curriculum to enable all pupils to feel secure and make good progress</li> <li>Use of quality first teaching strategies to support the four broad areas of need in every lesson</li> <li>Detailed pupil information given to all relevant staff in order to support pupils</li> <li>LSAs are deployed effectively to support a range of needs</li> <li>Strong links with outside agencies</li> <li>Staff consider the needs of disabled pupils when planning educational visits and check accessibility of all venues</li> <li>Interventions are planned to ensure they do not reduce the 'broad and balanced' curriculum offer for any child</li> <li>Specialist equipment is provided to promote participation by all children</li> </ul>	<p>Ongoing</p> <p>Deep dives into all curriculum areas 2024/2026</p> <p>Ongoing</p> <p>Support plans updated and distributed termly Ongoing</p> <p>Ongoing</p> <p>Reviewed termly by phase leaders and SENCo Reviewed termly by subject leads and SENCo</p>	<p>All children are able to fully access and make progress across all curriculum areas.</p>	<p>Termly class teacher/SENCo:</p> <p>Discussion</p> <p>Review meetings</p> <p>Subject leaders:</p> <p>Curriculum planning</p> <p>Learning walks</p> <p>Book looks</p> <p>Data</p>
<p><b>Refine school assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below age related expectations</b></p>	<ul style="list-style-type: none"> <li>Introduce use of Newcastle SCART tool for children working at pre-key stage levels.</li> <li>New Gap analysis to be introduced and developed 2024</li> <li>Use of DON to better assess pupils level of need and support</li> </ul>	<p>2023. Updated termly.</p> <p>October 2023</p> <p>2024</p>	<p>Capture small steps of progress and give a clear picture of the achievement of SEND pupils.</p>	<p>Termly class teacher/SENCo discussion Data drops</p> <p>Key Phase Meetings</p>
<p><b>To ensure that all children are able to access all extracurricular and enrichment opportunities, including residential visits</b></p>	<ul style="list-style-type: none"> <li>All visits are planned with the needs of children with SEND and must be inclusive for all.</li> <li>Year 6 residential visit planned to be accessible to wheelchair user</li> </ul>	<p>November 23/24 ongoing</p> <p>Ongoing</p>	<p>Increased number of children with SEND accessing extracurricular/enrichment activities</p> <p>SEND pupil voice represented</p>	<p>SENCo</p> <p>SLT</p> <p>Sports mentor</p> <p>Pupil voice</p>

	<ul style="list-style-type: none"> <li>• Raising aspirations group</li> <li>• Sports mentor to facilitate opportunity for children with</li> </ul>			
	<p>SEND to access a range of inter-school sporting events</p> <ul style="list-style-type: none"> <li>• School to secure places at extracurricular clubs and music lessons for children with SEND (include funding)</li> <li>• Extracurricular clubs introduced in response to pupil need/interest</li> </ul> <p>Children with SEND to be encouraged and supported to put themselves forward for pupil representation/responsibility opportunities.</p>	<p>Ongoing – reviewed half termly</p> <p>Ongoing – reviewed half termly</p> <p>Ongoing</p>		
<b>Increase support for children with SEMH difficulties</b>	<ul style="list-style-type: none"> <li>• Facilitate placement for a trainee counsellor to work in school</li> <li>• One member of staff to undertake level 3 counselling qualification</li> <li>• one member of staff to complete level 2 counselling qualification</li> <li>• Introduce Zones of Regulation as a whole school approach</li> </ul>	<p>Kalmer Counselling and NHS service</p> <p>HLTA to be released 202425 to undertake training (KP)</p> <p>Ongoing</p>	<p>Children are able to access counselling services within school</p> <p>Staff have a greater understanding of how to support children’s emotional wellbeing in school, children develop vocabulary and understanding and strategies to self-regulate.</p>	<p>Inclusion Team</p> <p>SEMH east locality team</p> <p>Educational Psychologists</p>

<p><b>To ensure written communication is clear for all children/families</b></p>	<ul style="list-style-type: none"> <li>• Written information will be provided in the most effective and appropriate format, taking into account the individual disability.</li> <li>• Written information to be provided on our website, on and paper copies available if required.</li> <li>• Written information will be provided in alternative formats as necessary.</li> <li>• Parents are offered alternative meeting arrangements as appropriate</li> </ul>	<p>Ongoing</p> <p>Information on how to access information on will be shared at year group welcome meetings each September.</p> <p>Parents are offered options of face to face meetings or telephone/video call.</p>	<p>All children/families are able to access all necessary information.</p> <p>Improved home/school communication</p>	<p>SLT team</p> <p>Office team</p>
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