

Prior Park Primary School Accessibility Plan



3-year period covered by the plan: 2024-2027.

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 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. We maintain accessible buildings and facilities and ensure that staff have training and CPD to be able to make anticipatory adjustments when required.

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

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

Integration, transitions and self-regulation.

Through our partnership with Choices 4 Growth we will access specialist counselling and bespoke therapeutic interventions which will help to ensure that the curriculum is accessible to all.

Therapeutic interventions are intended to help children with learning disabilities to self-regulate and be able to learn. We will use proven strategies that help when there are sensory issues, concerns about friendships, when transition points are coming along and children have fears and worries about changes and coping

Over the three years of this plan we will refine and reflect on the most successful elements of the plans such as those which

- promote friendships
- are strategies and resources designed to support and enhance learning.
- Promote social interaction, resilience, emotional wellbeing and metacognition.

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:

- Sensory needs profiles for neurodivergent children who find areas of the school environment challenging.
- ASD and SEMH awareness and staff CPD
- Awareness that every child may be different, so that we adapt the approaches that are needed depending upon the sensory needs
- Sensory circuits first thing each day, movement breaks
- Purchasing resources as required

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 kinesthetic 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:** Minimize 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
- 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.

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.