



Ponteland Primary Accessibility Plan

2023 - 2026

Date adopted: October 2023 (reviewed September 2025)

Introduction:

The purpose of this plan is to show how Ponteland Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

You can read more about substantial and long term effects [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

Objectives

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Contextual Information

Ponteland Primary School is housed in a building which is modern, newly built, accessible and equipped with lifts and accessible facilities.

Current Disabilities (2025)

The school has children with a wide range of disabilities, to include:

- moderate and specific learning difficulties,
- communication difficulties,
- physical developmental disorders,
- behavioural, anxiety, emotional and social difficulties,
- Cerebral palsy,
- Down syndrome,
- Autism,
- ADHD.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows is a table of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by the Headteacher.

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families.

Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Target	Strategy	Timescale and responsibility	Success criteria
Ensure that all staff are aware of the needs of individual disabled children when planning and delivering the curriculum. Refine assessment and make evident the Graduated Approach to capture a precise picture of the attainment and progress of all SEND pupils	Maintain pupil passports and share information with other agencies involved with the child. Ensure that assessment always outlines ‘next learning steps’	SENDCo ongoing	Information sharing supports staff to create the best inclusive environment for every disabled child. Parents understand the role they can play in sustaining development
All educational visits to be accessible to all pupils	Assess every potential visit, after-school club and transport provider for accessibility before agreeing a visit to be viable.	Inclusion team. 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.

Ensure that all staff have access to and awareness of the range of pathways and services available to support children and young people.	Ensure that CPD offers are accessible to all staff and that we make the most of all of the support and assistance available to help children to succeed and make progress.	Headteacher SENDCo	Improved access to prompt, specialist support for children and their families
Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum and enjoy learning.	Ensure that all staff and governors are familiar with and follow the statutory guidance and the SEND Code of Practice	Headteacher SENDCO Behaviour and Family Support Officer	The principles of the guidance are evident in practice. SEND & behaviour policies ensure that school addresses sensory or behavioural needs
Ensure that we provide sufficient challenge in the curriculum for our disabled pupils	The curriculum and lesson planning include challenge to stretch all children	All teaching staff Depending on children's individual needs	Children with disabilities achieve or exceed their academic potential

Improving access to the physical environment of the school

Our site is extensive both inside and out. We place a great deal of value upon outdoor learning. It remains a priority to continue to improve the physical environment of the school to increase the opportunities disabled users and visitors may take advantage of the facilities we have, both indoors and outdoors. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review to ensure it is fit for purpose for our current pupils. The school's continual review of SEND is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and responsibility	Success criteria
<p>To meet the physical, sensory, behavioural and emotional needs of each individual child with a disability or medical need and optimise the learning environment for every child.</p>	<p>Ensure that pupil passports are developed and a graduated approach is communicated with all. Ed Psych, Speech and Language and family liaison practitioners contribute to the plans and create realistic expectations.</p>	<p>Annually or as a disability is diagnosed. SENDCO All staff</p>	<p>Adaptations are in place in anticipation of a child's arrival in school (if we are made aware of a disability.) Every pupil makes the best progress possible in an environment adapted to their needs</p>
<p>Ensure that fixtures and fittings in the school are visible, reachable and accessible to wheelchair users and other people with disabilities, including temporary injuries and conditions.</p>	<p>Continuously audit the school, and wherever possible, make the adjustments as we notice the need for them and can budget to address them.</p>	<p>As appropriate and necessary SENDCo</p>	<p>Pupils with physical disabilities are able to access rooms and facilities and are able to participate with increased independence.</p>

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required.

Target	Strategy	Timescale and responsibility	Success criteria
Availability of written material in alternative formats when specifically requested or when likely to make the curriculum more accessible to a disabled child	The school will continuously develop skills and awareness of the standards and services which can be used. (For example, sharing audio files, using pictograms and graphics to aid understanding)	All staff As required	Staff will be aware of web based and physical resources and organisations that can provide information in different languages and formats, including people who can sign.
Use best practice and guidance in making printed documentation accessible to children (see Appendix 1)	Ensure that all staff have access to the resources listed and incorporate and share best practice	All staff	The accessibility best practice guidance is visible in all of the printed curriculum material we share with children

Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Guidelines for Producing Clear Print](#) (Round Table on Information Access for People with Print Disabilities)

[The Sensory Trust information sheet on clear and large print](#)

[Dyslexia Friendly Style Guide](#) (British Dyslexia Association)

Our Schools

Belsay Primary School

Darras Hall Primary School

Heddon St. Andrew's CE Primary School

Ponteland High School

Ponteland Primary School

Richard Coates CE Primary School

