



Corbridge C of E First School
Accessibility Plan 2023 - 2026

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

November 2025 Update

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 Corbridge First 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 Christian Values of Friendship, Truth, Respect, Thankfulness and Forgiveness guide our planning and ambitions. We listen to children and promote informed debate and critical thinking, responding to them 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 academic and wellbeing 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.

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 our action plan are:

- To further implement our 'Adapting and Enabling the Curriculum' subject specific provision.

- To evaluate our present environment for users and initiate necessary change following this.
- To improve the accessibility of information shared with all stakeholders.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equality Information and Objectives.

The school is set in one main building and is accessible.

The proportion of pupils with SEND Support is in line with national averages whilst the proportion of pupils with an Education Health Care (EHC) Plan is below the national average as of October 2025.

We place a high value on the importance of robust transition arrangements for our children – both on entering and on leaving us at the end of year 4. We believe this plays an important factor in supporting the children's wellbeing and ensuring their readiness to learn and access the curriculum and school environment.

This plan will be reviewed at least every 3 years and updated annually. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Accessibility Action Plan for Corbridge C of E First School (September 2023-2026)

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual review November 25
Fully implement specific curriculum area documents for Adapting and 'Enabling the Curriculum'	Documents to be given/remain high profile. Shared with children with specific needs to gain pupil voice on useful strategies. Monitoring to have an Adapting and Enabling focus e.g book looks/learning walks/ pupil and staff voice. SDM Summer 24 to review documents. Cross federation working for subject leads. Staff completing NPQ qualifications.	Monitoring Autumn 23 Review documents Summer 24 Summer 25	SDM time Management time	SENCO, all teaching and support staff	HT SEND Governor	Documents are implemented throughout the curriculum and highly effective. Reviewed and updated Summer 25.
Training for staff on increasing access to the curriculum for all pupils	Metacognition training – learning how to learn / Growth Mindset / ADHD Access to courses - CPD ongoing. Joint working with outside professionals e.g. SALT, physiotherapists, OT, school Health, CYPS, SEND services.	In place and ongoing throughout each academic year.	Access to training PP budget Send budget	SENCO, all staff	SLT SENCO	Highly impactful metacognition training evidenced across teaching and learning. Relational approach training implemented by staff and very effective. Strategies from range of CPD visible in practise throughout school e.g Demand Avoidance/Executive Functioning
Appropriate use of specialised equipment to benefit individual pupils and staff	Sloping boards for pupils with physical disability, coloured overlays for pupils with visual difficulties or dyslexic tendencies (reading rulers), specially shaped pencils and pens for pupils with grip difficulty. Personal motivation plans.	In place and ongoing adapt to meet changing needs.	Physical resources	SENCO, all staff	SENCO Class teachers	Range of specialised equipment used e.g sloped writing boards/coloured overlays/sensory aids. Standing tables introduced in 2025/therapeutic classroom resources/sensory garden and room..
Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of highly skilled support staff. Use of ICT	In place and ongoing – adapt to meet changing needs.	Management time Physical resources	SENCO, all staff	SENCO Class teachers	Highly skilled staff deployed according to need and expertise.

Further development of personal sensory diets and whole class sensory regulation activities to support all and in particular those with neurodiversity.	Use of outdoor areas for sensory regulation. SEND children to have planned sensory breaks /regulation tools in personalised provision. Continue to build banks of sensory resources in class rooms. All classes to factor in whole class regulation e.g peer massage/yoga/7 min HIIT Use of Zones of Regulation – modelled by staff.	In place and ongoing – adapt to meet changing needs.	Physical resources Timetabling	SENCO, all staff	SENCO, class teachers	Quality first sensory provision as part of core offer and also through targeted support for individuals.
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Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Half termly caretakers update to address maintenance issues relating to health, safety and accessibility. (e.g. routine corridor check for impeded access)	Staff input to update Half termly checks reported to H and S gov	In place and ongoing	SDM time Caretaker monitoring	SLT Caretaker	SLT H&S Governor	Actioned
Improved staff awareness of responsibilities re. accessibility	Annual staff refresher regarding expectations for accessibility.	Spring term 2024	SDM time	SEND CO HT	SLT	Actioned – highlight Spring 26
Evaluate user experience – wheelchair user.	Following wheelchair user / person with other disability being in school ask for feedback RE accessibility arrangements.	From September 2023	SENCO/Stakeholder time	SENCO	SLT SEND Governor	
Evaluate user experience – SEND/visually impaired users.	Tour of environment with specified users. Implement necessary change following feedback.	From September 2023	SENCO/Stakeholder time	SENCO	SLT SEND Governor	Feedback actioned e.g reduction in visual noise on displays/ sensory neutral spaces

Overall accessibility	Accessibility audit	Spring 2026	Audit resources / H and S gov time.	SENCO HT	H and S Governor SENCO HT	
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Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual review
Ensure that all stakeholders can access written information provided by school.	Specify on the school website and provide regular reminders through parent mail that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print. Translations offered if needed.	September 2023 and ongoing	Staff time/Large print documentation . Translation software.	HT Office Staff	SEND Governor SENCO	Paper work available in large print
Ensure documents are accessible for stakeholders with visual impairments.	Act on advice from sensory support professionals regarding specific pupil requirements. Use of a magnifier/large clear font with coloured background when needed.	September 2023 and ongoing	Staff time/Sensory support staff advice.	SENCO	SENCO	Paper work available in large print and support with reading when necessary.
Improve the accessibility of information within classrooms.	Multi-sensory learning to be used where possible and information in teaching to be presented in a variety of ways - visually/audibly and kinaesthetically.	September 2023 and ongoing	Staff time/Adapting and Enabling curriculum documents	SENCO/all classroom staff	SENCO	Focus on deducing cognitive overload on displays and in teaching materials.
Improve accessibility of information regarding to external support on offer.	SEMH area of website under construction – links to local support groups/information websites and useful charities. Introduce signposts into weekly newsletters. Parent mails to share support opportunities e.g ASD parent support group.	September 2023 and ongoing	SENCO and assistant lead for mental health time.	SENCO and Assistant lead for mental health	SENCO SEMH Governor	Signposting via parent mail, in person meetings and also parent workshops.