



Accessibility Plan 2026 – 2029

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Aims

Morpeth First School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone and all pupils feel treasured, courageous and empowered. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind.

Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Morpeth First School Accessibility Plan will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

We understand that for some of our pupils, there may not yet be a specific diagnosis, barriers to learning may be in the initial phases of being recognised or barriers may be transient, lasting only a short time. This accessibility plan therefore is relevant to all pupils and stakeholders in our school community who may face a challenge in accessing the curriculum or environment.

This Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Relational policy
- School improvement plan
- Equalities
- Health and Safety

NB The school will review the following plan in the light of any further changes made by NCC to its SEND Ordinarily Available Provision (OAP) in line with the SEND White Paper requirements 2026.

Curriculum		Long Term – To increase the extent to which disabled pupils are supported and can participate in the school curriculum			
Priority	Action	Timescale	Resources	Responsibility	Success Criteria/Evidence
The curriculum is enabling SEND children to make good or better progress	- Subject leaders continue to refine assessment and monitor progress in foundation subjects and report on vulnerable children's progress. - Where barriers arise for particular children, subject leaders work with class teachers to help to address these - The extracurricular offer is open to all pupils - Relevant information is shared across teams	Ongoing regular reviews	Subject Manager release time/PPA	Subject Leaders and class teachers	Data tracking / book scrutinies show effective progress Club records are monitored to ensure that uptake among pupils with disabilities or vulnerabilities is balanced
High quality teaching is available to all children Staff use their best endeavors to meet the needs of every pupil	- Lessons are inclusive and support the needs of all learners - Subject knowledge organisers are regularly reviewed to ensure that they meet the needs of the pupils - Subject managers review planning and progress of learners - Performance management observations and subject manager drop ins identify any weaknesses in teaching and remedial support is implemented if necessary - Support staff are distributed to areas of most need - Referrals are made in a timely manner and support advice is followed up swiftly and consistently, shared with relevant staff - A whole school approach to teaching children with SEND	annually Termly Annually Termly	Teacher release time PPA cover	Subject managers SLT SENDCo	Teaching observations demonstrate consistently high standards All children are engaged in lessons Appropriate resources are used in lessons Support staff are used effectively to support learners Referral information shows that appropriate support is sought from external agencies
The curriculum is adapted where required to meet the specific needs of all learners	- Individual teachers identify barriers early and put in place interventions to overcome these in a timely manner - Annual review of EHCP to ensure that needs are being met	Ongoing as required	As required SENDCo release time	SENDCo/ class teachers	Teachers can identify interventions for pupils and these are logged on vulnerability profiles Timetable of reviews is kept and Record of referrals is maintained by SENDCo

	● Regular review of pupil passports and timely review of support plans ● Referral into other services where required through HUB ● Staff attendance at relevant meetings and training sessions ● Staff training to support children with specific needs (eg hearing impaired) ● SENDCo to monitor the timing of intervention groups to ensure that the same subject is not missed every week to allow access to a balanced curriculum ● Support from Collingwood Hub where required ● Use of HINT provision audit tools to support where required ● Data analysis is used to inform curriculum development		Training provided by outside professionals where required Support from Collingwood Hub		Schedule of staff training kept Completed audit tools
The strengths and abilities of all learners are celebrated and recognised by all staff Learners personal development is supported and well being is promoted	● Teachers know students well, information is shared with staff involved with the child including LTSAs to ensure that support is consistent across the school day ● Aspirational Goals are set for all learners, including those with SEND. These to be shared with parents through the pupil passports or termly target updates and annual reports Character awards ● Parents are welcomed into school to ensure that they feel equal partners in their child's progress ● All children to be offered aspirational careers talks by a variety of visitors showcasing careers that have a variety of entry level pathways ● The school supports national initiatives to celebrate differences	Termly	Character trophies Pcopying costs	All teaching staff Careers lead	All staff involved with child are familiar with approaches used and support needed Record of meetings with parents Record of targets met in SEND reviews Record of targets met in Literacy and maths books Start small, Dream Big record of career visitors

Children are emotionally ready to access the curriculum	• All staff continue to monitor the mental well being of children within school. Where required, implement first wave intervention to support this in class through the PSHE and Character • Vulnerable children are identified and their specific needs are noted. This is regularly reviewed and shared with staff involved • Children with specific vulnerabilities (eg attendance, SEMH etc) have access to nurture support to ensure that they are emotionally regulated • Learners are taught strategies to regulate emotions and supported with this where necessary • Staff refer learners to external agencies when required • Paul Dix approach to behaviour management is used by all staff • The school operates a zero tolerance approach to bullying	Ongoing	Mental health training/ access to resources 0-19 team resources Class teachers Support staff	All staff Mental Health Lead SLT Psychological services Specialist teachers PTSA Support staff	Children are regulated and ready to learn Vulnerable learners file is kept up to date and progress of these children is reviewed termly Teacher notes
The voice of the learner is heard and placed at the centre of planning	• Pupil passports include the voice of the learner • School council opportunities decide on whole school priorities • Pupils are aware of who they can go to for support	As per review dates Half termly		DSL SENDCo	Pupil Passports School council records Safeguarding questionnaires
Advice from professionals is implemented	• Reviews to learning plans are carried out regularly and in a timely manner	As per review dates		SENDCo Class teachers	Individual Learning plans

Children are supported through transition into the school, between year groups and from First – Middle school	● EYFS staff visit pre school settings to discuss the needs of pupils entering Reception class and ensure clear transfer of information/records, ● Arranging multi agency meetings where required to ensure the setting is appropriate. ● Information sharing session between year groups within the school and with parents. ● Liaison with middle schools to ensure that information is shared and early visits for those that need are offered.	Summer term transition meetings	EYFS release time to visit nurseries Y4 staff release time for information transfer and visit supervision	Class teachers SLT	Children are familiar in their new surroundings Children feel confident ahead of 'moving up'
Physical environment	Long Term - To continue to maintain the physical environment of the school in order to ensure accessibility for all pupils and other stakeholders				
Priority	Action	Timescale	Resources	Responsibility	Success criteria
The physical environment meets the needs of all learners including those with SEND	● Use of HINT and other available audit tools to ensure that environment meets the needs of the learner. ● *Use of specialised equipment and training for use where required ● Reasonable adjustments are made to the physical fabric of the school ● Resources are easily accessible for all pupils and are well signposted to support independence and inclusion	Annually and as required depending on child's need	Cost of training Cost of equipment	SENDCo HT SLT Teachers	The environment shows consistency across the school Staff are confident in supporting pupils using any specific aids Pupils have access to all parts of the school necessary

The sensory environment meets the needs of all learners	• Staff support the sensory needs of the learner eg hypo/hyper sensitivity to outside stimuli, making reasonable adjustments where necessary, including the use of lighting • The physical layout of the classroom and class seating organisation takes account of pupils needs (eg those needing to sit beside a door)Regular movement breaks • Removal or reduction of overly stimulating content in classroom including displays • The uniform policy allows for flexibility • Use of sensory support materials as required	Autumn 26 then ongoing according to the needs of the learners	Backing material s, lamps etc	All staff Class teachers	Classrooms are calm and well organised and pupils are generally settled Dysregulation is kept to a minimum
The fabric of the building is safe for all users, including those with disabilities	• Staff identify any safety issues (indoor and outdoor) and log in main office • Site manager to address identified safety risks and rectify • H and S report to Gobs by HT	Ongoing	As required	Office Manager/ Site manager/HT All staff	Physical building is risk assessed for accessibility and issues addressed in a timely manner to reduce the chance of accidents or issues with access
To ensure the safety of the environment for children with SEND	• To work with outside agencies where required to adapt the physical environment for identified pupils • To ensure that risk assessments are in place for key pupils where necessary	Ongoing	As required	HT /SENDCo Relevant teaching /support staff	Bank of risk assessments on admin system Children are able to access areas of the site safely
The health of those with long term medical conditions is supported	• New allergy regulations are enforced within the school and a policy introduced • Staff have adequate training to manage pupils with severe allergies • Develop an asthma friendly environment in school through the use of specific plants	Autumn 26	NA	All staff	Policy in place Record of staff training

The outdoor environment is inspiring for all learners	- Identify funding or resourcing opportunities - Involve the school Council in creating a 'wish list' for all pupils - Regular checks and maintenance - New developments in the outdoor and forest school areas take account of any accessibility issues that may arise eg level access etc to ensure that all children are able to access all areas or access areas with similar facilities and opportunities.	As funding allows	Funding sought	School Council PE Coord HT Forest School Leads	Outdoor environment supports learning for all children
Accessibility of Information	Long Term – to improve the delivery of information to disabled pupils and parents				
Priority	Action	Timescale	Resources	Responsibility	Success criteria
The information produced by the school supports the inclusion of all learners	- Policies and procedures take into account the needs of all users - Information can be adapted on request	Ongoing on rotation as policies become due for review		SLT Office staff	Policies reflect inclusion agenda
The school is fully aware of the needs of children and parents by keeping records up to date	- Office staff are aware of needs as notified and adapt material on request (eg large print) - Health care plans and medical lists kept up to date - Information is passed between teachers relating to parents/carers needs	ongoing	NA	Office staff First Aid lead Class teachers	Required information is kept up to date and passed on to next teacher
Disabled signage is clearly marked and accessed appropriate by those that need it	- Site manager and Office staff to ensure correct use of disabled facilities - Parents made aware of rules for parking spaces via newsletters/electronic mail	Twice yearly checks	Replacement/new signage if required	Office staff Site manager	Disabled access and facilities are appropriately used Signage is in good order

The school environment offers further information to pupils and visitors	● Staff photos displayed on board regularly updated ● Use of photographs for visual displays ● Use of photographs in children's books for recording learning objectives where required	Ongoing	Printing costs	Teaching staff Office staff	Pupils and parents are supported in accessing information through the use of visual mechanisms
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