



Disability Access Plan

Period Covered: 2026–2029

Date of Last Review: February 2026

The Purpose and direction of the school's plan: Vision and values

Ellingham CE Primary School has high expectations for differently abled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion Statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Information from pupil data and school audit

The school currently has an average of 2% of pupils on the SEN register.

The school has physical access via the playground to the ramp at the Early Years Unit and to the Year 5/6 classroom, and there are disabled toilet facilities available and accessible, both in the main building and in the external Hall. The Hall is accessible by a ramp.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 1 designated space. School gates are closed during the school day. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and **visual** in enclosed spaces, and the assembly point is on the playground.

Space for quiet work and small group work is limited; however, the library, entrance, hall and medical room are also available at times throughout the day.

Furniture and equipment are selected as standard, age related as appropriate. Most is multi-coloured.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in all curriculum areas, such as PE and whole school **activities**, **such** as Worship and productions.

School visits, including residential visits, are made accessible to all children irrespective of attainment or disability.

Teachers and teaching assistants attend SEND courses, as appropriate, to support specific needs. Teachers work closely with TAs to address pupils' individual targets and liaise with specialist and support services, such as those from the SEND Support Service.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties are given printed/enlarged copies of texts, texts/workbooks on pastel paper or information is written down for them in an alternative way. Coloured overlays are also used as needed.

We have a clear policy on the safe administration of medicines, with staff trained to administer epi-pens and asthma medicine. There is a register of children **with** medical needs.

Information is shared with all staff, including supply teachers.

Medication, as required, is always taken on visits/trips out of school. The 5 members of staff have Paediatric First Aid qualifications.

Priorities

1. The Physical Environment

Goal: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Executive Headteacher Mrs Diane Lakey

Ellingham CE Primary School, Ellingham, Chathill, Northumberland NE67 5ET

Registered address: Pele Trust c/o Ponteland High School, The Crescent, Callerton Lane, Ponteland, Newcastle-upon-Tyne NE20 9EG
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Target	Strategy/Action	Responsibility	Timeframe	Success Criteria
Sensory Environment	Reduce visual distractions in classrooms; purchase neutral coloured furniture and use natural resources.	SENCo / SLT	Year 2	Improved focus and reduced anxiety for neurodivergent pupils.
Signage	Install high-contrast and dual-coded signage at eye level.	SLT	Ongoing	Pupils can locate resources and navigate the building independently.

2. Access to the Curriculum

Goal: To increase the extent to which disabled pupils can participate in the school's curriculum.

- Staff Training: Regular CPD on differentiated instruction, cognitive overload, use of assistive technology (e.g., text-to-speech), and supporting specific needs like ADHD or Autism.
- Resource Adaptation: Ensuring PE equipment is inclusive (e.g., bell balls, seated games).
- Trip Planning: All off-site visits must be audited for accessibility prior to booking.

3. Access to Information (Inclusive Teaching Resources)

Goal: To ensure all classroom materials are designed using Universal Design for Learning (UDL) principles, reducing the need for "bolt-on" adaptations.

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Diversify Learning Media	Audit library and classroom kits to include "dual-modality" resources (e.g., books with Braille, audio-synced e-books, and tactile math manipulatives).	Literacy Lead / SENCO	Year 1	90% of core curriculum units have a multi-sensory resource component.
Standardise Formatting	Implement a "School Style Guide" for all handouts: Sans-serif fonts (e.g., Arial), 12pt+ size, and avoid justified text to support Dyslexic readers.	Subject Leads	Term 3	All teacher-made resources meet accessibility readability standards.
Inclusive PE & Play	Purchase additional adaptive equipment (e.g., sound-emitting balls, lowered basketball hoops, and inclusive playground equipment).	PE Lead	Ongoing	All pupils participate in physical activity alongside their peers.

Implementation Strategy for Staff

To make these resources effective, staff should follow the "Scaffold, Don't Simplify" rule:

- Visual Supports: Use "Visual Timetables" and "Now and Next" boards in every classroom to reduce cognitive load.

Technology Integration: Use interactive high-contrast backgrounds (e.g., cream or light blue **instead** of stark white) to reduce visual stress.

- Tactile Learning: Ensure abstract concepts (like fractions in maths) are supported by physical models that pupils can touch and manipulate.

Annual Action Plan & Monitoring

This plan will be reviewed annually by the academy committee and the SENCo (Special Educational Needs Coordinator).

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