



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

Accessibility Plan

2026 – 2029

The Accessibility Plan should be read in consultation with the SEND Policy, the SEN Information Report and the Annual SEN Report.

Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities.
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils.
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3).

Approved by:	The Governing Body	Date:	June 2026
Last reviewed on:	New Accessibility Plan		
Next review due by:	End of Autumn Term 2026		

Introduction

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3-year timescale to prevent pupils with disabilities or additional needs from being treated less favourably than other pupils.

South Gosforth First School aims to:

- Increase the extent to which pupils with a disability can participate in the curriculum.
- Improve the physical environment of the school building and grounds to enable pupils with additional needs or disabilities and their family members to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities or additional needs, as well as their family members.

The Governors and Staff of South Gosforth First School recognise our duty:

- Not to discriminate against pupils with disabilities or additional needs in their admissions and exclusions, provision of education and associated services.
- Not to treat pupils with disabilities or additional needs less favourably for a reason related to their disability.
- To take reasonable steps to avoid putting pupils with disabilities or additional needs at a substantial disadvantage.
- To publish an Accessibility Plan which will plan to increase access to education for pupils with disabilities and additional needs.
- To make 'reasonable adjustments' (Equality Act 2010) to support all of our families.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

South Gosforth First School provides all pupils with a broad and balanced curriculum, which uses adaptive strategies to meet the needs of individual pupils and their preferred learning styles.

We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Annual review of the school's strategic vision statement and School Development Plan.
- Annual review of school's SEND Policy and SEND Information Report.

Contextual information

South Gosforth First School expanded in 2023 and now has a nursery provision for 26 pupils, which takes the number of FTE pupils on roll at the school to 326. Provision is all on one level with no steps. The school has one large yard and one field accessed through wide doors. Access to the school is along a drive way with pedestrian pavements. These feed into narrower walkways around the side of the school and into the grounds. The nursery building has a ramp which leads to the entrance. The school also has entry via a path across the field which is wheelchair accessible. Main entrances have easy, level access. Two disabled parking spaces are situated next to the main school entrance for those who may have problems accessing the site. These are clearly marked and kept free for need. The school has three adult toilets with standard toilet and hand rails, big enough to accommodate a wheelchair and we have a disabled toilet and changing space at the front of school near to the main office.

An initial access audit was carried out resulting in a series of actions. This plan continues to determine the actions in the accessibility plan.

Previous adaptations made to the school:

- New disabled toilet and changing space created in the front lobby of school.
- Wheelchair ramp built leading to the entrance of our new nursery building.
- New large breakout space created outside of the Year 1 classroom which has double door access.
- All pupil toilets have been refurbished in 2025 – Urinals have been removed in the boy's toilets and all toilet cubicles have been made bigger.

- Entrance doors and foyer area of school reconfigured for easier access and adapted to provide greater security with push button access and camera entry.
- Internal doors into the main school are on a key card system and are able to be opened to create a wide doorway.
- Adaptations to EYFS indoor and outdoor area, including removal of dividing walls has provided maximum space for cohort.
- Two new classrooms which are larger than existing classrooms created when moved to two-form entry, furniture is higher to reflect age of children.
- Additional toilets created with expansion, with access available from the field.
- Dining hall enlarged to reflect increasing numbers in school.
- Additional pedestrian access to site via a path across the field.
- SENDCo office created to give a dedicated space for storing SEND resources, meeting with parents/ carers and completing small group activities and assessments.
- Provision of clearly marked disabled parking bays in the staff car park.

Information about the school's disabled population

South Gosforth First School's pupil population consists of children who have a range of different needs. Some children may have moderate and specific learning difficulties, whilst some pupils may have physical or sensory needs. Our SENDCo, Kate Bruce, closely monitors these needs and works alongside our families, professionals and other agencies to put appropriate provisions in place.

EYFS staff make contact with or visit all external nursery providers and discuss the children who will be admitted to school in their Reception year. If any children have additional needs the Local Authority and health advisers are contacted for support and guidance.

Transition handover meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEND register and those who have disabilities. Parents/carers, lead first aiders and where appropriate medical professionals work together to produce individual healthcare plans. Where children have significant health problems, all appropriate adults are informed. Photos of children at risk are shared with relevant staff and photographs of those with food allergies are made available to kitchen staff.

School staff also work in consultation with medical staff to support children in school with additional medical conditions. Staff are highly aware through effective communication of the issues faced by our pupils with disabilities and act to resolve them, e.g. adapting the

timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

South Gosforth First School is a nut free school and signage is prominently displayed around school stating this. Where we have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions individual healthcare plans are in place for these pupils and staff have received the appropriate training to administer any emergency medication, including the use of an EpiPen or Jext pen. The school also has its own defibrillator.

There are a number of paediatric first aiders in school and all teaching staff have received emergency first aid training. All members of support staff in Early Years have current Paediatric First Aid qualifications.

Areas to be considered in the action plan are:

1. Increasing access to the school curriculum

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes and through quality first teaching with appropriate adaptations.

It is integral to our ethos that all of our pupils are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day and we often fund this provision for our SEND pupils, where possible. All children are included in a range of educational visits which support and bring the school curriculum to life. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other professionals involved with children who may have special requirements and from health and safety officers as appropriate.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEND Framework and this will also cover many pupils with disabilities. Quality first teaching is adapted and bespoke resources are provided to support those pupils within school. Pupils may access additional support if needed from the class teacher or support staff.

The school has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought from appropriate agencies and professionals, as well as parents and carers.
- Staff training and CPD on specific areas of need in order to support staff to provide inclusive and adaptive provision for all pupils.
- The allocation of resources e.g. iPads, laptops, coloured overlays, concrete resources, scaffolds and frames, consumable materials and equipment to support reasonable adjustments for pupils who require this support.
- Ensure that all curriculum development work reflects the requirements of the Equality Act 2010.

2. Developing the school building to meet the needs of all learners

South Gosforth First School will take into account the needs of pupils and visitors with physical needs when planning and undertaking future improvements and refurbishments of the school site and premises. The physical environment of the school impacts upon the ability of different pupil groups to access areas of the site, therefore of the physical environment needs to be considered in relation to the different needs of these children and families.

We are well equipped and resourced to meet the needs of the general school population and the redevelopment of our school environment is a key area of focus on our School Development Plan. When building maintenance and repair work is carried out, consideration is given to recommendations in the Access Audit. Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff. Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.

The school has set the following overall priorities for improving access to the physical school environment:

- To work with the local authority to redevelop the communal space outside of the Year 3 classrooms in order to create an 'Inclusion Base' in school for pupils with a range of needs to access.
- To work with the local authority to introduce a new 'Sensory Room' space for pupils with additional needs from Year 2 to Year 4 in order to provide sensory input and support with regulation.

- To work with the local authority to redevelop the current 'Sensory Room' space for pupils with additional needs in EYFS and Year 1 in order to provide sensory input and support with regulation.
- To work with the local authority to create 2 additional SEND breakout spaces within the current school footprint in order to provide a quiet, calm and purposeful area to facilitate individual or small group work for pupils on the SEND register who require additional support.
- To work with the local authority to add 2 x open and 2 x closed 'Sensory Pods' in the EYFS and Key Stage 1 communal areas of school to support SEND pupils with their regulation and sensory needs.
- To procure additional dining tables and equipment, as well as special seating for pupils in school who have physical disabilities.
- To add additional, inclusive play equipment on the school field to develop our pupils' upper body strength.
- Classroom environment expectations to be streamlined and refined in order to ensure consistency and reduce cognitive load.
- To replace the ground surfacing in the MUGA area outside on the playground to enable all pupils to access this space safely and minimise the possibility for injury.
- EYFS outdoor area to be redeveloped further, with consideration given to the different needs of our pupils.
- The vision team, hearing impairment team and ASD support team to continue regular visits into school to advise staff on how to amend learning environments to make them accessible for all.

3. Improving the delivery of information to pupils with disabilities and their families

We will ensure that we are able to provide information in a range of different formats and adaptations, as needed by our school community. This may include: hand-outs, timetables, worksheets, notices, information about school events, all curriculum material, displays, and material on computing systems. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable time frame.

In planning to make written information available to pupils with disabilities and/or parents, school will establish the area of need and make appropriate reasonable adjustments, as required. School will use Local Authority expertise and support agencies, as well as its own ICT infrastructure, to provide a range of materials which will enable everyone in our school community to access it.

The school has set the following overall priorities for delivering information to pupils and families:

- To ensure that curriculum content and other key policies which are implemented in school (eg 'Restorative Approach to Positive Behaviour') are 'dual coded' and that lesson resources use a clear, consistent and simplified structure in order to minimise pupils' cognitive load'.
- Ensure consistency with the use of visual timetables in all classrooms and learning areas across school (Newcastle symbols for EYFS and Widgets and KS1 and KS2).
- Deliver meetings in school twice per year which cover key messages around school life for all families to access (Disabled families, EAL families, etc) which use language and Sign Language interpreters.
- Provide iPads in lessons, when appropriate, for pupils' personal use to improve the access of key learning points for specific pupils.
- To ensure that lesson resources are accessible for all (eg, increased font size for specific pupils) and that staff carefully consider effective task design in order to focus on pupils' learning, rather than their ability to understand a task.
- To explore a number of ways for pupils to record their learning and understanding of a concept (eg, floor books, breakthrough writing, cloze procedure, frames, scribing, verbal recording)
- To further redevelop our school website with additional accessibility functions and options.
- SENDCo to liaise with the Children's Vision Team, Hearing Impairment team and ASD team to support any children in school who require differentiated resources and presentation of written information.
- To work with SEND provisions across Newcastle to develop our communications with families to ensure that this is accessible for all.

Provision in an Emergency

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children, including an evaluation of procedures.

Monitoring

This policy is reviewed and agreed by the full Governing Body. We are aware of the need to review the Accessibility Plan regularly and it will be updated as a minimum every three years. This plan complements our SEND Policy, SEN Information Report, Annual SEN Report, Equalities Statement, Supporting Pupils with Medical Conditions Policy and Safeguarding and Child Protection Policy.

 South Gosforth First School Accessibility Plan 2026-2029 			
Targets	Actions	Proposed Outcome	Timescale
Increasing access to the school curriculum School staff will be well informed by a range of professionals and agencies and able to provide support and provision to meet the needs of all learners, including those with disabilities and additional needs	Early identification and assessment of children's needs and expertise sought from appropriate agencies and professionals, as well as parents and carers: Appropriate school staff to continue to work with professionals from the LA SEND Team, LA SEMH Team, VI Team, HI Team, Educational Psychology Service (Private and LA), Virtual School, ASD Specialist Teacher, NHS professionals and School Health Team throughout the academic year to ensure that provision for all pupils with disabilities and additional needs is as well informed as possible and able to adequately meet their needs	Staff will have worked with a range of professionals to ensure that their skills and knowledge of how to support pupils with disabilities or additional needs is as well informed as possible and able to meet the needs of a range of learners.	Ongoing
	CPD on specific areas of need to be provided in order to support staff to provide inclusive and adaptive provision for all pupils. This will include: • Behaviour Support and Regulation Plans (using the Regulation Curve and SENSE Plans) – Sarah Woodburn • Sensory Learning and Support – LA SEND Team • 'Descriptors of Need' and Universal Provision Training – LA SEND Team & SENDCo • Effective Identification and Support for SEND pupils and 'SMART' targets / Rainbow Plans – LA SEND Team • Understanding and Addressing Challenging	Staff will have accessed training and development from a number of professionals and 'experts' in the field to ensure that the provision which they provide for pupils with disabilities and additional needs is adaptive, high quality and able to meet their needs.	Academic Year 2026-2027 and 2027-2028. To be consolidated in Academic Year 2028-2029.

	Behaviour – Sarah Brook (ASK Psychology) - Adaptive Practice and Accessible Provision for All – Eve Morton (Literacy Consultant x 2) - Task Design and Reasonable Adjustments – Benton Park Primary - Adaptations to the School Environment - VI and HI Team - Use of Resources to Support SEND Learners in the Classroom CPD – LA SEND Team & SENDCo School staff allocate appropriate resources e.g. iPads, laptops, coloured overlays, concrete resources, scaffolds and frames, consumable materials and equipment to support reasonable adjustments and adaptations for pupils who require this support. School will procure the following resources to support reasonable adjustments and adaptive practice: - Additional iPads to be used in class (VI, HI, C&L) for supporting access to adapted learning materials - Additional laptops to be used in class (VI, HI, C&L) for supporting access to adapted learning materials - Computer programs for voice recording and playback and individual headphones purchased to support pupils' auditory memory skills and for recording of work 'Breakthrough Writing' resources purchased for pupils who struggle with recording - Additional concrete resources and frames purchased to support curriculum delivery - To purchase any other individualised additional resources for pupils based on specific areas of need	Classroom provision will be enhanced through the use of additional resources which will support all pupils to access learning activities.	Autumn Term 2026 Autumn Term 2026 Autumn Term 2026 Spring Term 2027 Autumn Term 2026 Ongoing
--	--	--	--

	Ensure that all curriculum development work reflects the requirements of the Equality Act 2010. This will involve the following actions: • 'No Outsiders' refresher training provided for all staff from Andrew Moffatt (National 'No Outsiders' Lead) • PSHE Leaders (Rachael Blackburn and Rob Bradley-Adams) to ensure that latest legislation around diversity and protected characteristics is included within the PSHE curriculum • SENDCo and rest of SLT to cross reference all areas of the curriculum with the equality act annually	The SGFS school curriculum will meet statutory standards and best practice as set out in the Equality Act 2010.	Summer Term 2027 Ongoing Ongoing - Annual
Developing the school building to meet the needs of all learners To create additional learning spaces and develop existing ones in order to meet the learning needs of all pupils and families.	To work with the local authority to redevelop the communal space outside of the Year 3 classrooms in order to create an 'Inclusion Base' in school for pupils with a range of needs to access. To work with the local authority to introduce a new 'Sensory Room' space for pupils with additional needs from Year 2 to Year 4 in order to provide sensory input and support with regulation. To work with the local authority to redevelop the current 'Sensory Room' space for pupils with additional needs in EYFS and Year 1 in order to provide sensory input and support with regulation. To work with the local authority to create 2 additional SEND breakout spaces within the current school footprint in order to provide a quiet, calm and purposeful area to facilitate individual or small group work for pupils on the SEND register who require additional support.	An 'Inclusion Base' will be in place within the school building which will provide a safe, calm area away from the classroom to provide specific learning activities for pupils who need this support. School will be able to provide high-quality sensory provision for pupils who require this support in Year 2 to Year 4 School will be able to provide high-quality sensory provision for pupils who require this support in EYFS and Year 1 School will have additional capacity to provide support for pupils who require small group work or additional pre/post-teaching or intervention work.	Autumn Term 2026 Autumn Term 2026 Autumn Term 2026 Autumn Term 2026

	To work with the local authority to add 2 x open and 2 x closed 'Sensory Pods' in the EYFS and Key Stage 1 communal areas of school to support SEND pupils with their regulation and sensory needs.	Pupils with disabilities and additional needs will have additional sensory pod spaces to support with their regulation and sensory needs.	Autumn Term 2026
	To procure additional dining tables and equipment, as well as special seating for pupils in school who have physical disabilities.	Pupils in school with physical disabilities will have the appropriate equipment to enable them to access facilities in the classroom and dining hall	Autumn Term 2026
	To add additional, inclusive play equipment on the school field to develop our pupils' upper body strength and physical development	All pupils in school will have access to inclusive play equipment which will support their physical development	Spring Term 2027
	Classroom environment expectations to be streamlined and refined in order to ensure consistency and reduce cognitive load.	Classroom spaces will be clear, consistent and accessible for all learners.	Ongoing
	To replace the ground surfacing in the MUGA area outside on the playground to enable all pupils to access this space safely and minimise the possibility for injury.	All pupils will be able to access learning in the MUGA space outside on the school playground safely	Spring Term 2027
	EYFS outdoor area to be redeveloped further, with consideration given to the different needs of our pupils.	The EYFS area will be further developed to meet the changing needs of our pupil cohorts and to ensure accessibility for all	Summer Term 2027
	The vision team, hearing impairment team and ASD support team to continue regular visits into school to advise staff on how to amend learning environments to make them accessible for all.	We will continue to implement advice offered from the vision team, hearing impairment team and ASD support team to ensure that our learning environment is accessible for all pupils	Ongoing

Improving delivery of information To improve the availability of accessible information to pupils with disabilities / additional needs and their family members	To ensure that curriculum content and other key policies which are implemented in school (eg 'Restorative Approach to Positive Behaviour') are 'dual coded' and that lesson resources use a clear, consistent and simplified structure in order to minimise pupils' cognitive load'.	All pupils will be able to access key learning and policies.	Ongoing
	Ensure consistency with the use of visual timetables in all classrooms and learning areas across school (Newcastle symbols for EYFS and Widgets and KS1 and KS2).	All pupils will be able to understand visual timetables through a dual-coded approach.	Summer Term 2026
	Deliver meetings in school twice per year which cover key messages around school life for all families to access (Disabled families, EAL families, etc) which use language and Sign Language interpreters.	EAL families or families with communication barriers will have access to informal meetings which will share key information	Autumn Term 2026 and Summer Term 2027 (Repeated Annually)
	Provide iPads in lessons, when appropriate, for pupils' personal use to improve the access of key learning points for specific pupils.	Specific pupils with disabilities or additional needs will have access to their own personalised learning information	Ongoing
	To ensure that lesson resources are accessible for all (eg, increased font size for specific pupils) and that staff carefully consider effective task design in order to focus on pupils' learning, rather than their ability to understand a task.	Specific pupils with visual impairments will be supported through adaptations to visual prompts, as well as through carefully considered tasks which minimise cognitive load	Ongoing
	To explore a number of ways for pupils to record their learning and understanding of a concept (eg, floor books, breakthrough writing, cloze procedure, frames, scribing, verbal recording)	All pupils will be provided with the opportunity to record their learning in a way which meets their own specific learning needs	Ongoing
	To further redevelop our school website with additional accessibility functions and options.	Families accessing our school website will have the option to change font size or language to enhance accessibility	Autumn Term 2026 (for new accessibility feature)

	SENDCo to liaise with the Children's Vision Team, Hearing Impairment team and ASD team to support any children in school who require differentiated resources and presentation of written information.	The SENDCo will have developed knowledge of how to support pupils with visual / hearing impairment or other additional need	Ongoing
	To work with SEND provisions across Newcastle to develop our communication with families to ensure that this is accessible for all.	School office staff will be well informed in how to deliver information to families who may have barriers to their communication.	Ongoing