



ACCESSIBILITY PLAN

2025–2028



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AIMS:

This plan outlines how Tyneview Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

It should be read in conjunction with the SEND Policy, SEND information report and the Annual SEND report.

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Equality Act 2010)

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities, in line with Safer Recruitment procedures.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents and carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

CONTEXTUAL INFORMATION

Tyneview Primary school is an average sized inner-city primary in the East End of Newcastle which caters for pupils aged 2 - 11. There are currently 246 (increasing to 256 in January) pupils on roll including children in nursery and Pre-school and 10 children in the Additional Resource Provision for children with Communication Difficulties.

Through a relational ethos, we aim to be as inclusive as possible making sure that any opportunities to develop knowledge, skills and resilience are taken. Our Pre-School is designed to ensure that children have as good an opportunity as possible, from the earliest stage.

The curriculum is enhanced through additional opportunities and an engaging and challenging curriculum that meets the needs of the children. Children are well supported when needed and additional needs are met through a number of strategies and support.

The welfare team is focused on multi-agency working and takes increasing responsibility to ensure that the welfare of the child and the family is met. The collaboration between schools across NEAT, and the wider Newcastle community, is a strength. This reinforces the nurturing ethos of Tyneview.

A strength of Tyneview is the strong working relationships which we have with parents and carers. This is enhanced by consistent and regular feedback, in a range of different ways, regarding progress, attainment, attendance and attitude in class.

We know our children well and staff understand the context of the school and the community. Academic outcomes are strong and by the end of KS2, through consistent quality first teaching, are consistently above national averages in all areas .

AREAS TO BE CONSIDERED:

Improving education and related activities – At Tyneview we buy into specialist services such as Educational Psychology, Specialist Speech and Language support and counselling. This is in addition to the support that we can access from Newcastle Local Authorities, and we also receive regular support and advice from various services, including Visual and Hearing Impairment team; SEMH team; Communication and Interaction team. We also liaise with appropriate health professionals from the NHS trusts when we need their support and advice.

Improving the physical environment – We consider the needs of our pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments on site, such as improving signage, appropriate facilities, accessible fixtures and fittings etc.

Improving the provision of information – Tyneview will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

How appropriate is the current provision?

Through effective communication and relevant CPD staff are aware of the issues faced by our pupils and act to resolve them e.g. using visual timetables, meeting individual's needs in lessons, adapting resources etc. Tyneview's Quality First Teach document demonstrates provision in place for all and SEND documentation demonstrates adaptations for those who may have disabilities.

Provision in an Emergency

We have regular evacuation and lockdown practices for all children and staff which are documented and reviewed to consider adaptations and next steps where necessary. Individual needs are considered and when necessary, any individual needs will be included in the Personal Emergency Evacuation Plan (PEEP).

OVERVIEW OF KEY ISSUES AND OUTCOMES:

Issue	What	Who	Outcome
Continue to ensure that all pupils have appropriate access to the curriculum.	<ul style="list-style-type: none"> Continue general and bespoke CPD using advice from professionals, where appropriate to ensure that the needs of all pupils are met Develop and refine assessment systems for those pupils on the SEND register to ensure that progress and attainment is celebrated and tracked. Work with professionals to ensure that the best possible provision is in place. 	Headteacher , teachers, SENCO	All pupils continue to receive appropriate and effective support and teaching from their starting points including effective adaptations.
Develop the extra curricular offer for all pupils including those with SEN and disabilities.	<ul style="list-style-type: none"> Audit of current available provision Continuing current community links and establishing new ones 	SENCO, SLT, teachers	All pupils, including those with SEND will have access to an extra curricular package including the Personal Development curriculum and NEAT Experience.
School website, social media and Class Dojo can be more accessible with clear navigation to different areas.	<ul style="list-style-type: none"> Continue to work with NEAT with input from Arro to ensure that the website is easily accessible. Develop communications from school, including key documents to ensure that they are easily accessible to all. 	SLT	The school website will have clearly accessible areas to key information.

OVERVIEW OF KEY ISSUES AND OUTCOMES:

Issue	What	Who	Outcome
Procedures for pupils starting school with SEND or those seeking Sanctuary are not consistent.	<ul style="list-style-type: none"> • Clear lines of communication between SENCO, SLT and Local Authority. • Support from SEND and School of Sanctuary network. 	SLT, SENCo, School of Sanctuary Lead.	
Ensure that all parts of school are easily accessible by all.	<ul style="list-style-type: none"> • All areas of school included in annual Health and Safety Audits. • Ramps added to both school halls to ensure access for all easily with lifts being removed. • New fob system to ensure that all staff are able to access all parts of school with ease. • New front door and fob system to ensure that the building is easily accessible to all. 	Site manager/ H&S gov/ SLT/ Playground staff	All stakeholders are able to easily access all parts of school.
Ensure that the school environment promotes easy access.	<ul style="list-style-type: none"> • Audit of environment • Replacement of furniture to ensure easy access and organisation of resources • Clear signage around school • Purchase of new lunchtime furniture to ensure that all pupils and staff can access lunchtimes effectively • Removal of any unused resources and furniture to ensure clear, calm spaces 	Site manager/ SLT/ All staff	All areas of school have clearly organised and managed resources to ensure ease of access for all.