



Northumberland's P.R.U.

Accessibility Plan 2024-25

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Northumberland
County Council

Purpose of Plan

This plan shows how Northumberland PRU intends, where possible, to increase the accessibility of our school for disabled students, staff, parents/carers and visitors.

Definition of disability: A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The SEN and Disability Act 2001 extended The Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, Governing Bodies have had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

See also: Northumberland PRU- SEND Information report, SEND policy, Admissions Policy and Attendance Policy.

Mission Statement

Here at Northumberland PRU we uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this.

As a team, we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil-centred planning and solution focused support – ultimately leading to successful educational integration.

We endeavor to provide a safe, nurturing, community based environment that facilitates a personalised holistic approach to learning enabling pupils to reach their potential.

At Northumberland PRU we believe:

- Quality teaching and learning comes first;
- Everyone should feel safe;
- Everyone is special and has something to offer;
- Diversity and individual differences are to be celebrated;
- Everyone should be treated with respect and consideration;
- We should listen and learn from each other;
- We should take pride in ourselves and our surroundings;
- Enthusiasm and effort lead to success;
- Hard work, effort and service is rewarded;
- Staff, pupils, parents and management committee members work together as a community to realise our potential as individuals and as a whole;
- We make visitors welcome.

At Northumberland PRU we promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Information from student data and school audit

What kinds of Special Educational Needs or Disabilities (SEND) are provided for at Northumberland PRU?

Northumberland PRU is a pupil referral unit provision for children with Social Emotional and Mental Health (SEMH) difficulties. These difficulties and others can in turn, lead to behaviours being displayed that challenge. All of our children have come from mainstream schools where they have experienced difficulties in accessing education at the right level for them, and having their needs met within that environment/context. Many have been permanently excluded, some are at risk of being permanently excluded. Northumberland PRU provides high levels of both support and expertise so that barriers to learning are removed and so that our children can experience success as learners.

Whilst all of our children have difficulties in managing their social, and emotional needs, many have additional special educational needs or disabilities. These range from conditions such as ADHD, Autism, Attachment Difficulties or Speech and Language Difficulties to specific learning difficulties, sensory processing difficulties, or issues with fine or gross motor skills.

Whatever the need, our staff work with other professionals to make sure that each child has the right level of support for them and that individual programmes are designed to help all pupils make progress.

How are children / young people with SEND identified and how are their needs assessed?

At Northumberland PRU we have a slightly higher than average number of children on the SEND register compared to other secondary schools in the country. In the main, all students indicate varying levels of SEMH needs. However, students on our SEND register fall into one or more of the four broad areas of need identified by the national Code of Practice for SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In practice this means that, in most cases, students on the SEN register may have needs from one or more of the following categories:

- Specific Learning Difficulty
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Profound and Multiple Learning Difficulty
- Behaviour, Emotional & Social Difficulties
- Speech, Language & Communication Needs

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Disability
- Autistic Spectrum Disorder
- Other Difficulty / Disability

We employ a full-time teacher who is the special educational needs coordinator at Northumberland PRU. We also employ a part-time teacher (0.8) who is assistant SENDCO (training) who is also Northumberland PRU's specialist literacy teacher. The SENDCO is a humanities specialist by training and also teaches wider subject lessons within the school. The school currently employs 9 classroom assistants in total although they are recruiting to fill four further posts. These staff have specific timetables linked to support for children meeting the DDA criteria.

Some medical conditions have resulted in treatment of students via a medical plan with parent's written consent. The key staff who administer medication are first aid trained and able/trained to carry out these duties.

Many of our pupils transfer to our school with a COSA document already in place and are supported in the gathering of evidence for submission towards the awarding of an Education, Health and Care Plan or EHCP.

Throughout their time at Northumberland PRU, pupils are constantly assessed in cycles to make sure that they are making the right level of progress and to identify any additional needs or learning difficulties. If staff have any concerns about a pupil, those concerns will be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and with parents / carers. Tests such as GL Assessment (Maths/English), Reading+ and phonics screeners will be used to indicate difficulties in maths, reading and spelling. Other more specialised assessments may also be required.

Where appropriate our professional links with an Educational Psychologist may also be used to assess a child or advise staff on a specific issue. Our aim is always to provide targeted and individual support programmes to meet any additional needs our pupils may have.

How are parents/carers of children with SEND consulted and involved in their child's education?

We believe passionately in working with families and carers to provide an excellent standard of care for all of our pupils. All parents and carers are invited to a home partnership meeting each term to discuss their child's progress and additional needs.

Annual reviews EHC Plan are held with parents or carers and any other professionals involved. At all of these meetings, progress and new targets are discussed and shared.

Views of those consulted during the development of the plan

Consultation with the school community has taken place e.g. Staff, Governing Body, Parents/carers/children views will be sought via a twice annual questionnaire, school newsletter and the School Council.

The main priorities in Northumberland PRU's plan

- to develop a more coherent approach to special educational needs provision within school.
- to develop a more creative curriculum which excites and enables all to achieve.
- to develop further knowledge and practice of emotional intelligence and apply this to learning and teaching.
- to update strategy plans (SIP) and ensure that planning incorporates all children in Northumberland PRU
- to further develop teaching assistants to provide the best support possible with existing resources.

Areas of planning responsibilities for Northumberland PRU:

- Increasing access for disabled students to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled students (this will include planning to make written information that is normally provided by the school to its students available to disabled students. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe)

Current Accessibility Arrangements:

Admissions

The management committee of Northumberland PRU supports the Special Educational Needs and Disability Act (2001). Committee members are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to Northumberland PRU will be conditional upon:

(a) The parents'/guardians' full disclosure to Northumberland PRU of the child's disability. Appropriate planning by the PRU, including requests for additional funding, are dependent upon the school having access to all the relevant information

(b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs

(c) The availability of appropriate facilities within Northumberland PRU. These include both physical facilities and reasonable curricular provision

(d) Specific additional funding through EHCP or Top Up if required via Northumberland County Council

(e) Agreement about the stages for which entry is being offered. In particular, transition from previous school will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education

(f) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education.

Access to Northumberland PRU Buildings and Classrooms - Contextual Information

Northumberland PRU is a single site school.

Northumberland PRU to a new building site in January 2023 which has significantly better access arrangements for students who are wheelchair dependent or who have restricted movement. A lift is available to move between the two floors and doorways and corridors are of an increased width compared to facilities in the previous building.

We anticipate a small number of wheelchair dependent students (possibly 1), parents or members of staff from September 2024.

Where students have injuries or disabilities that make negotiating stairs difficult we have lift access to allow them to move between floors. We are also able to modify structures to allow them additional movement time between lessons if necessary.

We meet with and take guidance from physiotherapists.

Current Range of known disabilities

Northumberland PRU has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of students and parents who have a medical impairment.

1. Increasing access for disabled students to the Northumberland PRU curriculum.

Improving teaching and learning lies at the heart of Northumberland PRU's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed-ability, inclusive classes (8 max capacity). It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age-relevant leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of activity attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Person Responsible	Success Criteria
Increase confidence of all teaching staff and TAs in differentiating the curriculum and being aware of disability issues.	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Ongoing	SENDCo	Raised staff confidence in strategies for differentiation and increased student participation. CPD minutes.
Ensure all staff are aware of individual student disability needs	All SEND students to have a Pupil Passport with needs identified. Students and their needs identified on SEND Information sheet and reviewed regularly. Share advice from external agencies.	Ongoing	SENDCo	All staff aware of student needs
Use ICT to support learning	Ensure access to laptops or other specific resources as required.	As required	SENDCo / ICT co-ordinator	All students have appropriate access to ICT resources.
All visits to be accessible to all	Seek advice for staff on accessibility for SEND students. Ensure venues are appropriate for all students.	As required	EVC / SENDCo	Log of visits shows inclusion of all students as appropriate.
Review PE curriculum to ensure PE is accessible to all.	Gather information on accessible PE and disability sports. Promote visits from disabled sports people.	As required	PE lead/PE staff / SENDCo	All students able to access PE. Visitor log.

2. Improving access to the physical environment of Northumberland PRU

Target	Strategies	Timescale	Person Responsible	Success Criteria
Be aware of access needs of students, parents, governors, staff and visitors	To create individual access plans as and when an individual need arises.	As required	SENDCo	Pupil Passports in place for individual students.
	Consider access needs during recruitment process.	On transition	SENDCo/HoS	All staff and management committee members are confident that their
		As required	SENDCo/HoS	

	At transition with parents, find out their individual needs. Where possible, make adjustments to the timetable, seating plans or accommodation to meet an individual need.	Ongoing	SENDCo	needs are met. Ensure that access issues do not influence the recruitment and retention of staff. Parents have full access to school activities. Seating plans altered to accommodate individual needs.
Review access to key areas of school for students who require support with access.	Seek advice from professionals on possibility of building amendments where possible	As required and whether amendments are possible.	Headteacher / SENDCo / Management Committee	Any new buildings will be fully accessible.
Ensure all disabled students can be evacuated safely.	Put in place personal evacuation plan for students with difficulties.	As required	H&S Co-ordinator	Personal Evacuation plans in place. All staff aware.
Ensure full support for HI or VI students where required.	Liaise with HI service and follow advice in all lessons.	As required	SENDCo	All staff to have up to date copies of HI or VI advice for all students.

Provision, in exceptional cases, will be negotiated when a student's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's Improvement Planning process is the vehicle for considering such needs on an annual basis.

3. Improving the delivery of written information to disabled students at Northumberland PRU

This will include planning to make written information that is normally provided by Northumberland PRU to its students available to disabled students. Examples might include handouts, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled students we again need to establish the current level of need and be able to respond to changes in the range of need. Northumberland PRU will need to identify agencies and sources of such materials to be able to make the provision when required.

Northumberland PRU's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Person Responsible	Success Criteria
Review information	Ensure use of	Ongoing	Office staff /	All parents receive

to parents and carers to ensure it is accessible.	clear print and simple, standard English on leaflets and website. Admin staff to support parents to access information – provide enlarged print, translations or coloured paper where appropriate.	As required	SENDCo SENDCo / EAL support	information in a form they can access.
Ensure all staff aware of dyslexia friendly formats.	Guidance for staff accessible.	Ongoing	SENDCo/Literacy coordinator	High quality of information sharing resources.
Languages other than English to be visible in school.	Multilingual welcome signs. Develop a bank of translated letters, information sheets as appropriate.	Ongoing As required	Office staff SENDCo /EAL	Poster prominent Resources available for parents as required.