



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Norton CEVC Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We will continue the advice of Local Authority services, and outside agencies such as specialist teacher advisers and SEN consultants and appropriate health professionals to develop and implement our plan.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

Action Plan

Aim 1 To increase the extent to which pupils with a disability can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	The EYFS Team undertakes home visits prior to most children joining the school – this enables the school to understand any access needs of children and their families. Information from home visits and discussions with staff and governors enables additional resources and measures to be in place. Meetings undertaken with families joining mid year/ in older year groups. Information is gathered from previous schools for new pupils. Liaison with SENCos if applicable.	Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') Implement access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure staff and governors can access areas of school used meetings.	Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school – new or existing needs. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	HT/ SENCo	Home visits September each year. Ongoing monitoring.	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. This plan is continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change
To ensure good liaison with Nursery providers to review potential intake and establish close liaison with parents	Reception teacher liaison with nurseries and pre schools prior to children joining Reception. EYFS team undertakes 1:1 home visits – information regarding needs key part of the meeting. Information is shared with staff and plans implemented before child joins school.	To ensure robust collaboration and sharing between school and families is in established before child joins school. Identify pupils who may need support and access support and advice from external agencies where applicable. Ensure resources and adaptations in place when need is identified.	Maintain close liaison with pre-schools/ nurseries and families.	HT EYFS Leader		Clear collaborative working approach Pupils in need of additional support identified

To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, visual impairment, allergies. Hearing impairment	The school currently works with: - School Nursing Service - SALT - Visual Impairment Advisor - Hearing Impairment Advisor	To ensure collaboration between all key personnel in order to fully understand complexity of needs. To work collectively to implement individual care plans where applicable so that all staff fully understand level of need and approaches/ strategies in place.	To seek advice where new needs are identified. To ensure that staff follow recommendations and review effectiveness.	HT/ teachers TAs Outside agencies	Ongoing.	Clear collaborative working approach is in place. Recommendations are fully implemented. Accessibility is achieved for all identified pupils.
To closely review and track attainment and progress of all SEN pupils.	SENDCO/Class teacher meetings/Pupil progress meetings - scrutiny of assessments and progress. Regular liaison with parents – progress and outcomes shared. Pupils Passports in place for children with additional needs. Small step targets are reviewed weekly.	To ensure that the progress of pupils with additional needs is tracked using SEND assessments, whole school assessments and progress made towards Pupil Passport targets. To ensure that PP targets meet specific needs in small structured steps.	SENCo to maintain a review of Pupil Passports to ensure small step progress is evident. Maintain focus on tracking attainment and progress at Pupil Progress Meetings.	HT/ SENCo Class teachers	Fortnightly Pupil Passports Termly Pupil Progress Meetings	Progress made towards EHC and pupil passport targets to monitored robustly. Provision mapping shows clear steps and progress made. Progress and attainment is monitored by class teachers, SENCo and HT.
To ensure full access to the curriculum for all children.	The curriculum is structured to enable equality of access regardless of need. ALL children have targets set that are appropriate for pupils with additional needs. Pre Key Stage materials assist in development of learning opportunities for children and also in assessing progress in different subjects. Multimedia activities are in place to support most curriculum areas – use of interactive ICT equipment sourced from occupational therapy, Clicker 7. CPD is in place with external agencies to ensure that identified children are able to access the curriculum.	To ensure that all children are able to access a broad and balanced curriculum. Resources are adapted where appropriate to meet individual identified needs. Training is in place where needs are identified to ensure that all children can access the curriculum.	Use outcomes of monitoring and assessments to make adaptations to the curriculum for identified children.	HT/ SENCo Class teachers	Teachers SENDCO Special school Ed Psych	All children will be able to access all aspects of the school's curriculum. Resources (including IT) are implemented and adapted according to individual, identified needs. Increased access to the curriculum Needs of all learners met Parents fully informed about their child's progress

	Visual resources in place to support access for children with identified needs.					
To promote the involvement of pupils with additional needs in classroom discussions/ activities To take account of variety of learning styles when teaching	Within the Curriculum, provides full access to all aspects of the curriculum by providing (where appropriate) Screen magnifier software for the visually impaired/ iPads SALT training for relevant staff for identified children Use of visual resources and prompts to increase participation TAs to support engagement in whole class/ small group discussions – provision of thinking time and strategies to promote and encourage feedback.				Whole school approach	A variety of learning styles and multi- sensory activities are evident across the school. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success Criteria
Improve physical environment of school in order to meet the range of needs across the school	The school grounds have been adapted to meet the needs of pupils with Visual Impairments following advice from the VI Advisor. The school carries out an ongoing review of the school and resources to ensure that they meet the needs of all pupils.	To take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and reviewing the school site..	To undertake future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings when/ if needs are identified.	HT/ SENCo Teachers	September 2020 for VI pupils. Ongoing review.	The school environment will be inclusive and will be accessible to all pupils and staff. The school environment will be safe for all pupils and staff.

Ensure all with a disability and/or learning need are able to be involved fully in all aspects of school life.	Access plans/ risk assessments for individual children are in place. Discussions take place regularly regarding pupil, parents/carers' access needs at home visits led by the headteacher.	To ensure that the school is fully accessible to all pupils, families and staff.	Maintain access plans and risk assessments as new families join the school or needs change.	HT/ SENCo Teachers	SENDCO Teaching and non-teaching staff	Identified needs met where possible.
Ensure disabled parents have every opportunity to be involved in the life of the school, including communication.	Telephone calls are offered to identified parents to explain letters home for some parents who need this. We adopt a proactive approach to identifying the access requirements of disabled parents	To ensure that the school is aware of any parents with disabilities and implement appropriate strategies to ensure they can engage fully with their child's education.	If needed, allocate parking spaces in driveway to drop off & collect children if parent or child has a disability. Arrange interpreters from the RNID to communicate with deaf parents if applicable.	HT/ SENCo	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Aim 3: To improve the delivery of information to disabled pupils and parents.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success Criteria
To support pupils and parents with visual impairment	Detailed discussions with parents enable the school to have a full understanding of individual diagnosis and needs. Resources and strategies are in place to provide support	To ensure that resources and strategies are adapted to meet the developing needs of VI pupils.	Review existing and emerging needs identified by VI Advisor and eye consultant and put resources and strategies in place.	HT/ SENCo Class teachers	Ongoing	To ensure that the needs of VI impaired pupils are met. To ensure that resources are in place to improve the delivery of the information and curriculum.

To ensure all children with ASD have access to the curriculum	Regular parental communication is in place. Individualised multi-sensory teaching strategies are used for ASD children. CISS are involved in supporting pupils and staff. Resources and strategies are in place.	To ensure that resources and strategies are adapted to meet the developing needs of ASD pupils. To ensure that all staff are aware of the needs of identified children.	Maintain social stories, visual timetables etc for individual children as needs become evident.	All staff to be aware	Ongoing	ASD children able to successfully access school life and the curriculum. Resources and strategies are embedded into high quality teaching and classroom practice
To enable improved access to written information for pupils, parents and visitors.	All staff are aware of the need to adjust font size and page layouts will support pupils with visual impairments. Books are accessible on iPads enabling font to be increased. Signage is monitored around the school to ensure that is accessible to all.	To ensure that the school environment and curriculum is fully accessible to children and adults with visual impairments.	Review needs on an ongoing basis and adjust as necessary.	All staff to be aware	Ongoing	Parents and stakeholders can access all school information regardless of disability or need. The school is an inclusive environment for all pupils and adults.
To review children's records ensuring school's awareness of any disabilities In school record system to be reviewed and improved where necessary.	Detailed information collected about new children. Records passed up to each class teacher on transition. End of year class teacher meetings/ review Pupil passports. Annual reviews EHC meetings.	To ensure that the school maintains accurate and up to date records for all pupils that details needs, medical needs and disabilities.	Review and update records as appropriate.	Class teachers Office staff Outside agencies SLT	Annually Continual review and improvement	Each teacher/staff member aware of disabilities of children in their classes Effective communication of information about disabilities and needs throughout school.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be approved by the full governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

