

Norton CEVC Primary School
Accessibility Plan
Learn Believe Achieve
Hand in Hand with God and each other



Aims of the Accessibility Plan

This plan outlines how Norton CEVC 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).

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.

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.
- 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.
- 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.

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.

Producing the Accessibility Plan

The school recognises the need to produce an Accessibility Plan. For this to be achieved the school needs to:

- Consult with disabled stakeholders
- Set targets for improvement

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.

Norton CEVC Primary School will allocate adequate resources to implement plans and will review them annually by completing an audit.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Current Practice and Action Plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of all staff.
- Successful practice is shared within the school.

Aim	Current Good Practice
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Support staff are provided with training to meet the needs of all pupils • Curriculum resources include examples of people with disabilities. • Timetabled PSHCE sessions allow all pupils to reflect on their strengths and distinctiveness. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. • Advice is sought from LA Advisory staff and outside agencies depending on circumstance. • All teaching and non-teaching staff are aware of the need for inclusion.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Specific children have specific equipment and setting arrangements which have been implemented throughout the year. • Transitions are carefully thought out, additional resources and meetings provided to ensure a smooth and successful transition from one year to the next. • Corridor width • Disabled parking bay • Disabled toilet and changing facilities

Improve the delivery of information to pupils with a disability	• Our school uses a range of communication methods to ensure information is accessible. This includes: ▪ Internal signage ▪ Large print resources ▪ Pictorial or symbolic representations • School will ensure that if requests are made for alternatives, then we will endeavour to accommodate requests via the Advisory Service. • Staff are aware of the need to be proactive in approaching parents/carers who may need support in accessing written information. • Written material is presented to all stakeholders in a user-friendly manner. • All stakeholders are able to contact the school via email or mobile phone. • School endeavours to familiarise all staff with the technologies available to assist people with disabilities.
4A. General	• School has created signs in all appropriate places to assist disabled stakeholders. • Fire and Emergency procedures have been reviewed and alarm systems installed and are tested on a regular basis. • Outside lighting and signs have been renewed.
4B. Getting to the building	• We have a disabled parking space at the school. • School has disabled access via a level surface and this is signposted. • Signs alerting the public to their rights and to access have been placed around the school grounds. • Raised beds, the outside area and activities have been designed to make them accessible to all children. • School has created an adequate system for wheelchair users to contact Main Office from outside by ringing a doorbell to attract attention. • There is always a member of staff in the office during the school day
4C. Internal Facilities	• Corridors, classrooms and hall are all on one floor level, are well lit and are kept free of obstructing furniture. • Uneven flooring and trip/ slip hazards identified through termly H & S checks and addressed immediately
4D. Vertical Movement	• All doors are accessible and on ground level. • Internal doors have disabled window viewing panels
4E. Sensory impairment	• Large print is available for parents and children if required. • One to one assistance available, on request, to visitors of the school • Where necessary, the school will incorporate facilities for pupils if required.

Action Plan

Increase and improve access to the curriculum for pupils with a disability at Norton CEVC Primary School				
Target	Activity	Timescale	Responsible	Success Criteria
Effective communication and engagement with parents	Termly meetings with parents/carers - Termly consultations ILP / Annual Review meetings with SENCo Parent Workshops linked to learning and mental health	Parent Consultation in place Plan to do a parent workshop each term.		Parents/carers fully informed about progress & engage with their child's learning
Continue training for teachers and support staff on different aspects of SEN including differentiation where required.	Review the needs of children with specific issues, provide all relevant training.	Ongoing.	Headteacher SENDCo	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary. Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary. SEND Admin to produce book of need	Inset with whole staff as required.	Headteacher SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
Termly learning support meetings to take place to assess and address pupil needs	Review all out-of-school provision to ensure compliance with legislation	When appropriate	All staff	Pupil needs reviewed and being addressed.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources	In place and on-going	Senco/ SLT Links with Specialist Advisory Support Service to provide	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

	for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)		updated software as and when appropriate.	
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school trips where possible. Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extracurricular activities. Regular check via Evolve for out of school activities	SLT	All children able to access all areas of the curriculum and work towards attaining age related expectation

Improve and maintain access to the physical environment at Norton CEVC Primary School				
Target	Activity	Timescale	Responsible	Success Criteria
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds.	In place and ongoing	Headteacher Health and Safety Officer	Any new construction will be fully accessible.
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	In place and ongoing	All staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
Develop clearer lines and signage on playground for increased visibility.	Ensure any lines for safety areas are clearly marked. Renew lines as needed to ensure that all children can use these.	In place and ongoing	Headteacher School Council	All children will be able to safely access the areas of the playground.
To make it possible for a wheelchair user move without difficulty in a classroom	Where necessary look at the layout of the classroom to ensure a wheelchair user can enter the classroom and negotiate furniture so that they are able to leave through the fire exit in case of a fire.	When appropriate	Class Teacher, when necessary	Wheelchair user can operate successfully in the classroom

Improving the delivery of information so that it is accessible to everyone at Norton CEVC Primary School				
Target	Activity	Timescale	Responsible	Success Criteria
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats. Improve availability of information for parents - display appropriate leaflets for parents to collect, Class Dojo Key content published on school website Provided translated documents where appropriate	In place and ongoing	Headteacher SENDCo	The school will be able to provide written information in different formats when requested for individual purposes. This will be expressed on the website.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	When appropriate	Office Manager	All school information available for all who request it.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange in house training sessions for TA Termly staff meeting where on the agenda 'improving Communications' is cited.	When appropriate	Headteacher SENDCo	Awareness of target group raised.
Ensure that doors are clearly marked and signs are easily understood for all pupils.	Explore signs for other rooms to help children to locate key places and people around the school.	In place and ongoing	Headteacher Health and safety Governor	All children, including those with Communication difficulties will be able to locate key people and places around the 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 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

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