

# **NORTON CP SCHOOL**

## **Accessibility Plan**

**2024 to 2027**



### **Vision Statement**

**N**othing is beyond our reach!

**C**are and challenge engage and motivate us!

**P**raise reassures and supports us!

**S**uccesses are celebrated and built on!

## 1. 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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. 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.

## 3. The School's Context

Norton CP School is a mainstream school for boys and girls age range 3 years to 11 years old. The school has two sites – Grove Street and Langton Road. Grove Street comprises of one school building and a portacabin (classroom); Langton Road is one school building. There is disability access for both school sites in all classrooms.

## 4. The School's Aims

To be at the heart of our locality by working in partnership with families and the wider community

- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.

- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

**Our Aims are to provide:**

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

**Current good practice:**

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to both school sites are flat and have wide doors. The main entrance at Langton Road has recently been rebuilt and now has a wide, automatic door into the entrance.

Reception areas at both school sites are fully accessible for wheelchair users. There are disabled toilet facilities available, fitted with a handrail and a pull emergency cord at both sites. Both school sites have internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

## 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving Participation in the Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SENCO	Termly meetings with parents/carers – Termly consultations  Termly IEP meetings with SENDCo  Stay and Learn sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SENCO	Epipen training  Intimate care policy and trained staff Access to courses, CPD  Online resources for CPD shared with staff  Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc	Training time	In place and ongoing	Increased access to the curriculum  Needs of all learners met  Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Headteacher and SENCO	Strategic deployment of support staff and teaching staff  Use of ICT	Specific apps to support learning on ipads	In place and ongoing	Positive impact on pupil progress
Adaptations to the curriculum to meet the needs of individual learners	SENCO	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	speech therapist half termly Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO	Computers available to support children  Coloured overlays for pupils with visual difficulty (Reading Rulers)  Specially shaped pencils and pens for pupils	Specialist equipment as listed	In place and ongoing	Increased access to the Curriculum Needs of all learners met.

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All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Enrichment Leader and SENCO	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
To liaise with Nursery providers to review potential intake for each new academic year	EYFS Leader and SENCO	To identify pupils who may need additional or different from provision for September Intakes	Training time Any specific resources required	In place and ongoing	Procedures and equipment in place by Sept 2020

### Improving Physical Environment

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	HT/SBM	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	HT/SBM	Designated disabled parking Wide doors and corridors		In place	Physical accessibility of school increased
Maintain safe access around exterior of school	HT/SBM	Ensure that pathways are kept clear	Grounds maintenance costs	Ongoing	People with disabilities can move along exterior pathways
Maintain safe access around the interior of the school	HT/SBM	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments to be made	Ongoing	People with disabilities can move safely around the school

### Improve the Delivery of Written Information

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Availability of written materials in alternative formats	Office/SENCO	Improve availability of information for parents Provide translated documents where appropriate	Cost of translation/adaptation	In place and ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.

## Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Grove Street: one storey although two offices are accessible by stairs Langton Road: one storey	Maintain and ensure access	Site team	Ongoing
Corridor access	Corridors are wide and accessible for wheelchairs	Ensure pupil equipment does not block corridor	Site team	Ongoing
Parking bays	Disabled parking bays marked at both sites	None required	Site Manager	Ongoing
Entrances	Automatic front doors at both sites; enclosed lobby	None required	Site Manager	Ongoing
Hoists	Hoists are available at Grove Street and Langton Road	Ensure service every six months	SBM	Ongoing
Toilets	Toilets at both sites have disabled access and alarms	Ensure service every six months	SBM	Ongoing

Reception area	Accessible to wheelchair users	None required	Site Team	Ongoing
Internal signage	Large signs in place at both sites	None required	Site Team	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	SBM and Caretaker	Ongoing