

Accessibility plan 2023-2026

Normanton-on-Soar Primary School



Approved by: [Governing Body]

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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 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

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.

Our school aim is to provide equal opportunities and improve access to education for children with special needs throughout the school. The plan will be made available online on the school website, and paper copies are available upon request.

At Normanton-on-Soar, we welcome everyone in our school community and celebrate all that they have to offer. We understand that diversity makes our community stronger and helps us achieve our full potential – in our school, people are proud of their differences because they are what makes everyone unique. We recognise the effect of our actions on others and how these can nurture healthy minds and bodies.

Having confidence in their decisions, children are supported to recognise when others are not being treated appropriately and empowered to seek help. They embrace the school's values and understand that these should be applied in all aspects of school life:

Our Golden Rules

- 1. Always be kind, helpful and forgiving**
- 2. Always do our best**
- 3. Look after our school and equipment**
- 4. Help each other – we are a team**
- 5. Respect our differences**

Our Safety Rules

- 1. Speak out and stay safe**
- 2. Walk inside school**
- 3. Listen carefully to the adults**
- 4. Follow instructions quickly**
- 5. Keep kind hands**
- 6. Stay safe inside the boundaries**

Embracing these values, we can provide a safe, caring and friendly environment for all our pupils, helping them to learn the skills that will ensure they thrive in later life.

We expect pupils to keep themselves and everyone else safe: to do this, they need to understand the issues relating to all forms of bullying and feel confident to seek support from school if needed. Keeping everyone safe & happy is the responsibility of all.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

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, the complaints procedure sets out the process for raising these concerns.

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

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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • 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 • 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 make sure it meets the needs of all pupils • Termly analysis of progress data to ensure pupils with SEN are making at least expected progress from their starting points. 		<p>To develop use of B Squared across school, to ensure a consistent approach to assessment, (including moderation)</p> <p>Ensure curriculum resources include examples of people with disabilities</p> <p>Monitor that Place funding, AFN and HLN funding are being used effectively; enabling children with additional needs to access the curriculum.</p> <p>Ensure that planning (for all subjects) is being adapted to meet the individual needs of children with disabilities/SEN. Ensure that all planning incorporates additional provision for Dyslexic children</p>	<p>Staff training in B squared – particularly when new staff join school</p> <p>Early years B squared to be purchased and used in EYFS</p> <p>Review of data on B squared to take place termly</p> <p>Planning audit (annually). Planning adapted at weekly planning level by year group teams.</p> <p>Termly management time to analyse trackers and produce report.</p>	SENCO	OCT 2023 and as new staff join	<p>All pupils that have been identified to be tracked using B'squared (progression steps) will have their progress measured accurately and consistently, across their time in school.</p> <p>All trackers are completed termly and updated on School's tracking form.</p> <p>Individual children have appropriate hours of support. Provision maps are updated termly.</p> <p>Children with SEN/disabilities are accessing the curriculum (at appropriate level). Individual plans in place to work on specific targets/life skills where more appropriate.</p>

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	<p>We work closely with parents and a wide range of professionals to review the appropriateness of our curriculum and ensure it meets the need of all pupils</p> <p>Where appropriate additional adults support pupils to access the curriculum</p> <p>Carefully planned sensory breaks and well-being activities support individuals to access the curriculum</p> <p>We are a dyslexia friendly school working towards the kitemark</p>		<p>To develop the use of inclusive technology across school</p> <p>To ensure curriculum resources include examples of people with disabilities</p> <p>To ensure that all children have their sensory needs met, in order to support them to access the curriculum to the best of their ability.</p>	<p>To purchase clicker to use on ipads</p> <p>Staff training on clicker</p> <p>To continue to explore all opportunities to teach about diversity (e.g. assembly programme)</p> <p>To work with all curriculum leads to ensure the resources being used to teach their subject include examples of people with disabilities</p>	SENCO		<p>The whole school assembly programme will reflect the diverse world we live in.</p> <p>All pupils in school will see themselves reflected in the resources they access.</p> <p>All learners will have access to appropriate alternative means of recording</p>

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Safe spaces for all pupils that require this to maintain regulated behavior in school Plan most appropriate route through school for children with SEND. Individual timetables are carefully planned to ensure disruption to curriculum time is minimised and congestion in certain areas such as cloakroom area, is avoided.		Ensure that all reasonable adjustments are made to allow children with SEN/disabilities to participate in extra-curricular activities (including trips, after school clubs, inter-family sports events). Make sure concrete resources available to support learning in all subjects as needed To ensure sensory boxes are fully resourced. To run a fun fit Intervention To further investigate the use of sensory circuits in school, disseminating relevant info to staff.	Liaise PDSS if necessary Discuss at key transition points. Events are planned well in advance to that adjustments can be made. E.g. adapted bus, extra staff, adapted activities etc Timetables are reviewed and amended where necessary. Changes to be discussed in termly review meetings. Children to have a place to go to when needed to regulate behaviour	SENCO		Children with physical disabilities are in the most appropriate classroom. Safe spaces used well to regulate behaviour Children are included in extra-curricular activities. Children access physio, medical input, toileting support at most appropriate times of the day. All staff will have an understanding of how the behaviour being displayed reflects a child's sensory needs. Children will have their sensory needs identified and appropriate provision will be planned.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>To work with Neil Oldbury to produce a list of apps/programmes to support learners with a disability.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes: Large print resources Pictorial or symbolic representations Use of signing to support spoken word Different coloured paper used for resources SEND provision in school is good.</p>		<p>SEND register kept up to date, with info being shared between SENCO and teaching staff</p> <p>Termly reviews are held with parents and external agencies .</p> <p>SEND pupils have a provision map that outlines the support in place for them.</p> <p>Progress of pupils is tracked.</p>	<p>To write a Mental Health policy</p> <p>To continue to ensure promoting positive mental health is a high priority in school.</p> <p>To develop the role of a mental health lead</p> <p>Clear signposting will be available for parents on the school website</p>	HT		<p>All learners will have access to the most appropriate and up to date ways of learning.</p> <p>All staff and children will understand the importance of looking after their own mental health.</p> <p>Clear procedures will in place for anyone suffering from poor mental health.</p>

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			<p>Continue with strategies appropriate to 'dyslexia friendly schools' kitemark. (e.g. early screening where there are concerns,</p> <p>SNIP spelling and whole word APPROACH</p> <p>Dyslexia annual staff meeting to discuss individuals and support.</p> <p>Dyslexia 'expert' to offer full dyslexia assessment if appropriate and write report for parents (for Normanton and other schools in family).</p> <p>To hold pre-admission meetings for all children with significant needs prior to entry.</p> <p>Structured conversations to be held twice yearly for the parents of wave 2/3 children (and FSM).</p> <p>Termly multi-agency provision map meetings to be held for SEND children</p>	<p>All interested parties to meet termly.</p> <p>Time to complete assessments as appropriate (funded from SEN budget-FNF)</p> <p>Meetings to be organised when necessary.</p> <p>Termly meetings.</p>	SENCO		<p>All children with dyslexic tendencies are able to access all areas of the curriculum.</p> <p>Children are screened using tests supplied by Alan Mercier</p> <p>Appropriate provision is in place prior to child starting at school.</p> <p>All school stakeholders are consulted about inclusion issues.</p> <p>Targets (learning and wider outcomes) are set in discussion with parents.</p>

4. Monitoring arrangements

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

It will be approved by the governing body.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy