



Accessibility Plan 2023-2026

This policy is for all staff, pupils, parents/carers, prospective parents/carers, governors, visitors and partner agencies working within school. The policy is reviewed by the governing body annually or if significant changes are required to meet revised legislation or best practice guidance.

This policy is available from the school website, www.normantononsoarprimary.co.uk and a reference copy can be found in the school office.

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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

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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.

As a Dyslexia Friendly school, considerations will be made to support a dyslexic child's learning with adaptations made when 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.

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Area	Task	Lead Personnel	Resources and Timeline	Monitoring
Curriculum	<p>Termly analysis of progress data to ensure pupils with SEN are making at least expected progress from their starting points.</p> <p>Progress of SEN children to be monitored using appropriate trackers: School's in house tracking form, Boxall profile and B-squared when appropriate .</p> <p>Appropriate staff to be trained in assessing and recording 'small step' progress, eg. B-Squared.</p>	<p>Head</p> <p>SENCO</p>	<p>SENco Management time each term. Evaluative Report to be produced.</p> <p>Children's individual tracking systems to be identified at handover. Tracking to be completed at least termly. Allocation of TA/Carer support matched to individual needs. Provision mapping (termly staff meeting).</p>	<p>Children not making progress are identified and staff supported to implement appropriate strategies</p> <p>All trackers are completed termly and updated on School's tracking form.</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</p>	Head	<p>Planning audit (annually). Planning adapted at weekly planning level by year group teams.</p> <p>Termly management time to</p>	<p>Individual children have appropriate hours of support. Provision maps are updated termly.</p> <p>Children with SEN/disabilities are accessing</p>
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	<p>needs of children with disabilities/SEN. Ensure that all planning incorporates additional provision for Dyslexic children</p> <p>Use provision mapping and pupil passports to plan SEN strategies. Measure impact through analysis of data.</p> <p>Use specific support time to complete tasks with SEND children</p> <p>Monitor the use of inclusive technology in school and develop its use in class/. Actively research new technology that could support children.</p>	<p>Head</p> <p>SENCO</p>	<p>analyse trackers and produce report.</p> <p>Analysis of provision maps/planning</p> <p>Timetables</p> <p>Ipads, apps, laptops, touch screen</p>	<p>the curriculum (at appropriate level). Individual plans in place to work on specific targets/life skills where more appropriate.</p> <p>Be able to identify which strategies have most impact.</p> <p>Individual children are using technology provided for them to access curriculum.</p>
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Physical Environment	Plan most appropriate route through school for children with SEND.	SENCO	Liaise PDSS if necessary	Children with physical disabilities are in the most
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	<p>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).</p> <p>Individual timetables are carefully planned to ensure disruption to curriculum time is minimised and congestion in certain areas such as cloakroom area, is avoided.</p> <p>resources available to support learning</p> <p>Storage:- Ensure storage of equipment complies with Health & Safety requirements.</p> <p>Safe spaces provided for children that require them</p>		<p>Discuss at key transition points.</p> <p>Events are planned well in advance to that adjustments can be made. E.g. adapted bus, extra staff, adapted activities etc.</p> <p>Timetables are reviewed and amended where necessary. Changes to be discussed in termly review meetings.</p> <p>Additional storage to be made available in outdoor sheds if necessary.</p> <p>Children to have a place to go to when needed to regulate behaviour</p>	<p>appropriate classroom.</p> <p>Children are included in extra-curricular activities.</p> <p>Children access physio, medical input, toileting support at most appropriate times of the day. Evaluate storage facilities to ensure they meet needs of children and Health & Safety requirements.</p>
Communication	<p>Continue with strategies appropriate to 'dyslexia friendly schools' kitemark. (e.g. early screening where there are concerns, 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</p>	SENCO	<p>All interested parties to meet termly.</p> <p>Time to complete assessments as appropriate (funded from SEN budget-FNF)</p>	<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>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>Meetings to be organised when necessary.</p> <p>Termly meetings.</p>	<p>Appropriate provision is in place prior to child starting at school.</p> <p>All school stake holders are consulted about inclusion issues.</p> <p>Targets (learning and wider outcomes) are set in discussion with parents.</p>
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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