



Accessibility Plan

September 2023





Normanton Common Primary Academy Accessibility Plan

September 2023- September 2026

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 provides a single, consolidated source of discrimination law which applies to all schools. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, or sexual orientation.

In addition, Normanton Common Primary Academy acknowledges our non discrimination and planning duty under the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA).

A disability is defined as a 'physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities.' (Equality Act 2010). Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

We are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan contains relevant actions to:

- Improve awareness of **Equality and Inclusion**.

- Improve access to the **physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Key Objective

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is our plan which demonstrates how the school will address the priorities identified in the plan.

Vision, Values & Aims

We aim to give equal opportunities to all pupils whatever their religion, culture or ability. In line with our Vision that ***'Every child who attends our school can expect, and will receive, an excellent standard of education – one that enables them to shine as individuals, make a positive contribution and reach their full potential.'***

NCPA aims to remove any barriers to learning for disabled pupils and staff and ensures all people within the school achieve their ambition and aims. This is also in line with the Values that we seek to live by: ***Working Together to Inspire and Achieve.***



The main priorities in the plan should be

Increasing the extent to which **pupils can participate in the curriculum** by:-

- Focus on chosen curriculum areas over time
- Co-ordinate the priorities in to SDP
- Draw on expertise of language specialists, educational psychologists
- Focus on medium term planning
- Clear assessment in line with the National Curriculum
- High expectations
- Appropriate support
- Pupil grouping and peer support

Disabled pupils need access to all areas of the curriculum of school including activities beyond the school day :-

- Recreation
- Movement around school
- Special events - sports days, visiting theatres etc
- Breakfast and after school clubs
- School visits

Improving the **physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and other services. These might include:

- Changing floor coverings
- Improvements to lighting, signage, colour contrast
- Improvements to toilets
- Changes to playground layout
- Provision of ramps/lifts
- Provision of particular furniture or equipment

Improving the delivery to disabled pupils of **information that is provided** in writing for pupils who are not disabled. This may include :-

- Handouts, timetables, information about school events
- Large print
- Braille
- Pictures/symbols
- Sign language

Making it Happen

The Governing Body takes responsibility for the Accessibility Plan and reviews it and reports on it annually. The plan will reflect in the SDP, Professional Development Plan, SEND, Asset Management and Health and Safety Policies



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‘Every child who attends our school can expect, and will receive, an excellent standard of education – one that enables them to shine as individuals, make a positive contribution and reach their full potential.’

Equality and Inclusion

At Normanton Common Primary Academy, we are committed to providing an environment that enables full curriculum access, which values and includes all students, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of equality, inclusion, support and awareness within the school.

Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
Appropriate use of Computing equipment to benefit individual pupils and staff.	<ul style="list-style-type: none"> • Provide specialised appropriate Computing resources to meet pupil need, for example, iPad apps purchased to improve access to curriculum for pupils with reading/writing difficulties. 	Ongoing	SENDCo Computing Lead	Increased access to the curriculum and Blended Learning Opportunities	SLT
To improve staff awareness of disability issues. needs.	<ul style="list-style-type: none"> • Review staff training • Provide training for members of the school community as needed 	On-going	SENDCo	Whole school community is aware of issues. School is fully inclusive and all pupils needs are catered to.	SLT

Physical Environment

We aim to improve access to the physical environment of the school, adding specialist facilities, as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
Ensure environment continues to be accessible to all children, staff and visitors	<ul style="list-style-type: none"> • Audit accessibility of the school buildings and grounds. 	Summer 2023	SLT, Caretaker	All children, staff and visitors are able to access the school site and buildings	Headteacher/ Governors
Classrooms are organised to promote the participation and independence of all pupils – including those with disabilities.	<ul style="list-style-type: none"> • Review organisation of furniture and classroom equipment to best support learning. 	Ongoing	All staff	Lessons start on time without the need to make adjustments, to accommodate the needs of individuals.	Headteacher/ Governors
To take into account the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises.	<ul style="list-style-type: none"> • Ensuring there is free movement and access about the building for wheelchair users. • Suggested actions are implemented as budget allows. 	On-going As required	Headteacher, Business Manager Caretaker	Children with identified needs are successfully integrated as a result of the environmental adaptations, where needed, and as a result of targeted support and advice.	Headteacher/ Governors

Curriculum

As outlined in our Vision statement and in line with the Equalities Act 2010, our aim is for every pupil, regardless of disability, to have increased access to the full curriculum, thereby ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
To continue to train staff to enable them to meet the needs of children with a range of SEND.	<ul style="list-style-type: none"> • SENDCo to review the needs of children and provide training for staff as needed. 	On-going	SENDCo	All children can access the curriculum and are making good or better progress.	SLT
To ensure that all children are able to access all out-of school activities. E.g. Clubs, trips, residential visits etc.	<ul style="list-style-type: none"> • Review out of school provision to ensure compliance with legislation. 	On-going	EVC SENDCo	All out-of-school education will comply with legislation and All children will be able to access the out-of-school provision.	SLT
To provide specialist equipment, as needed, to promote participation in learning by all pupils	<ul style="list-style-type: none"> • Assess the needs of the children in each class. • Provide equipment as needed. E.g. pencil grips, headphones, writing slopes etc 	On-going As required	SENDCo	All children will be able to access all learning activities and make good or better progress. Children will develop independent learning skills.	Headteacher/ SLT
To meet the needs of individuals during statutory end of KS2 tests.	<ul style="list-style-type: none"> • Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. 	Annually	SENDCo, Year 6 teacher	Barriers to learning will be removed or reduced, enabling children to achieve their potential.	SLT

Sharing of Information

We aim to improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
To ensure that all parents and other members of the school community can access information.	<ul style="list-style-type: none"> Identify children, parents and members of the community who may need to access information in different formats. To make documents/information available in alternative formats e.g. interpreters, signers, large print or audio etc. 	On-going /as required	SENDCo, Administrator	Information will be accessible to all children, parents and members of the school community. Written information/documents will be available in alternative formats as necessary.	SENDCo/SLT
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings and review meetings	<ul style="list-style-type: none"> Staff to hold parents' evenings, or share information about pupils' progress, by TEAMS, phone or by sending home written information. 	Bi-annually	Class teachers SENDCo	All parents are informed of children's progress.	SENDCo/SLT