

Norton Road Primary School



Accessibility Plan

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We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.

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.

The school supports any available partnerships to develop and implement the plan and in particular we work with our Local Authority.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Our Special Educational Needs and Disability Policy and SEND Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and ensures equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision. This plan outlines how Norton Road Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

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.

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.Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil because of their disability.

4. Access to Curriculum – Action Plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria
Access to learning/in class provision.	- Review SEND pupil's access to curriculum within class sessions. - Observations to be carried out within classrooms to ensure that all pupils can access sessions and have access to equipment and adapted/differentiated resources (Blanks Questions, Widget online word banks, sentence starters, substitution grids, writing slopes, ear defenders etc) where required. - Ongoing monitoring from SENDCo/SLT drop ins (at least half termly). - Liaise with external professionals (Autism team, Ed Psychologist, SENs team) to incorporate suggested strategies and support within classrooms and around school for children who require specific equipment and adaptations as and when required. - Use of 5-a-day approach for High Quality Teaching	SENDCo (HB)/SLT	On-going	All pupils have access to a broad and balanced curriculum All pupils have access to High Quality Teaching
Training for staff on adapting the curriculum for SEND and disabled children as required.	- Regular planned half-termly training sessions/briefings for all teachers and TAs on increasing access for all pupils including appropriate differentiation of the curriculum - Training from outside professionals for TAs (, Autism, S&L, CAMHs) - Drop in sessions with SEND team to support behaviour, learning resources and strategies (HB, HR) (as and when required) - TA SEND training sessions (termly)	SENDCo (HB)/ SLT	Half-termly TA/staff training, briefings On-going	All teachers know how to make appropriate adaptations for all abilities

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria
	Relevant resources purchased and produced and in use (as suggested by outside professionals above)			
Staff trained to meet individual medical needs of pupils where applicable	- Up to date training from outside professionals as and when required and when new care plans have been issued. - Regular meeting with School Nurse	MH, BD – Office staff HB – SENDCo	On-going	Staff completed training for specific needs and able to support these pupils whilst in school. Raised confidence of support staff
Review PE curriculum to ensure PE is accessible to all pupils.	- Review PE curriculum to include disability sports - HB & LB to visit local specialist schools (Richmond Hill & Lady Zia Wernher) to observe their sporting activities (PDR) - Adaptive equipment to be purchased as required - SEND pupils to continue to attend Sportability events with other Luton Schools to inform our after school practice.	PE Co-Ordinator SENDCo	July 2026 Autumn 2025 On going through out the year	All pupils have access to PE and are able to excel, for example via support from an adult
Build on emotional support offered to pupils in school.	- ELSA Intervention from outside agency support - A dedicated space is required for each session - Dedicated time slots are allocated and protected	SENDCo Mental Health Lead (SA) ELSA	On-going	Assessment will be carried out and pupil's emotions will be scaled and targets set. Pupils' mental health will have increased

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria

Access to the Physical Environment - Action plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/carers	- Ensure the school staff and governors are aware of access issues (access to and access from) to and from the school site - Create access plans for individual disabled children as part of the SEND process - Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired - Ensure all pupils/staff with physical disabilities can be safely evacuated from the school building in event of an emergency (ensure all staff are aware of their responsibilities) - Widgit online resources around school to aid children's understanding and visual recognition.	All staff	On-going	The environment is adapted to the needs of pupils using wheelchairs
Maintain safe access around the exterior of the school	Ensure that pathways are kept clear	Premises Manager Head teacher	Ongoing	All pupils and parents/carers can move around the school exterior safely

All classrooms are accessible to all learners	- Classrooms are organised and resourced to promote participation and independence where possible - Ensure classrooms are uncluttered and tidy	Class teachers SENDCO	Ongoing	Classrooms provide optimum access for pupils where possible, e.g. appropriate height tables, writing slopes, special chairs, hoist etc
Disabled toilet with changing facilities	- Disabled toilet - Changing facilities	All staff	Ongoing	Pupils who cannot access the main toilets will be able to use the disabled toilet. Children with an intimacy care policy to be changed by 2 members of staff in disabled toilet. This will be recorded.

Access to Information – action plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria
Make information available to pupils and parents in alternative formats when required	Understand the needs of pupils and ensure information is available in relevant formats - Large print - Braille - Pictorial or symbolic representations (widget online resources) - Text colour and background colours (not white) - Dyslexic Friendly typefaces (comic Sans)	SENDCO Safeguarding Team Teachers/TAs Office Staff	On going	All pupils and parents have access to information and learning resources

	Offer alternative formats to parents (Google translate options) • Key content published on school website			
Communication with Parents	• Ensure parents have access to our SEND provision (SEND policy and Information report) and Local offer link on the school website • Ensure parents can meet and contact the SENDCo.	SENDCo	On going	Parent/Carer school communicate is strong
Pupil Voice	• Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed. • School council to be established and regular meetings diarised. • School ambassadors	PSHE Leader Head teacher SENDCo	On going	Pupil voice is heard and acted upon.

5. 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 the governing board and head teacher

It will be approved by the governing board.

6. 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