

Strive Think Act Respect Shine

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.



Accessibility plan September 2024

**The Governing Body of
Norton Church of England Primary School**

This policy is reviewed annually

Date updated: September 2024

Next review date: September 2025

This plan outlines how Norton Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

This plan aims 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.

The accessibility audit:

The SENCO will undertake a regular Accessibility Audit.

It will cover the following three areas:

Access to the curriculum- all children, including those with SEND should be able to access the curriculum to equal basis to their peers.

Access to the physical environment- the SENCO will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information- the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting this audit, the SENCO will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities-** this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities-** this includes those whose everyday manual handling of objects and fixtures may be impaired

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- **Visual disabilities**- this includes those with visual impairments and sensitivities
- **Auditory disabilities**- this includes those with hearing impairments and sensitivities
- **Comprehension**- this includes hidden disabilities, such as autism and dyslexia

Access to curriculum- action plan

Target	Who	Timescale	Outcomes	Complete
Learning aids to be produced	SENCO and TA's	When needed	Resources from training made available for use by all staff.	
Training for support staff	SENCO		Support staff are able to work with increased knowledge and provide appropriate resources for pupils	See training completed (on SEND policy)
Termly meetings to take place with TA's and	SENCO Parents Staff	Termly	Pupils needs are reviewed and addressed.	Achieved- my plan meetings take place 6

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parents to assess and address pupils needs.				times a year with staff and parents.
Training for teachers on differentiating the curriculum for disabled children as required.	SENCO	When needed	Teachers are able to confidently meet the requirements of children's needs with regards to accessing the curriculum.	
Effective communication and engagement of parents	All staff	Ongoing	Introductory meetings in the Autumn term by teachers and SENCO. Termly review meetings with parents of children on the SEND register	Class teachers hold introductory presentations in the Autumn term, where the SENCO is also introduced.
Effective communications with nurseries and secondary schools to provide a quality transition.	EYFS lead SENCO Year 6 teacher	Ongoing	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENCO's to attend local cluster meetings.	SENCO attends local cluster meetings. Connections are established with local nurseries and schools to ensure smooth transitions.

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Use appropriate assessment tools and activities for children working at pre- key stage.		Ongoing		Throughout the school Pre- Key stage assessments are now established and used to identify necessary interventions.
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Access to curriculum- action plan

Target	Who	Timescale	Outcomes	Complete
Each area of the school has wheelchair access	Governors Head teacher SENCO	When needed		
Evaluate day and residential trips in light of current cohort	All staff	Ongoing	Ensure all children are included in risk assessments. Pre-visits are required for residential stays with SEND children.	

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Maintain safe access round the interior and exterior of the school	All staff	Ongoing	Ensure that walkways are cleared to ensure safe walkways	
Emergency systems to have visual alarms	SENCO		Support staff are able to work with increased knowledge and provide appropriate resources for pupils	Wigit symbols have been used around the school to signpost.
Ensure access for all SEND children at after school clubs and reasonable adjustments are made to enable participation.	SENCO		Audit SEND children use of clubs Risk assessments put in place if needed.	
All new internal doors accessible for wheelchair users			Pupils needs are reviewed and addressed.	

Access to information- action plan

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Target	Who	Timescale	Outcomes	Complete
Understand the needs of pupils and ensure that information is available in relevant formats: Large print Braille Pictorial or symbolic representations	SENCO	When needed	Pupils have access to information in a format that meets their needs.	Wigit is now used throughout the school- for all children, all staff have access to this.
Ensure signage is suitable for non-readers, is clear and well situated Improve the use of Wigit symbols	All staff	When needed	Pupils are able to navigate the school regardless of any disability. Purchase Wigit to make classroom resources. SENCO to train all relevant staff members how to use wigit.	Wigit has been purchased and the school has been labelled.
The school makes itself aware of the services available through the LA	SENCO Headteacher	When needed	Pupils have access to curriculum information and all other information	On our ipads, children and staff have access to google translate etc.

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for converting written information into other formats.			in a format which suits their needs. Ensure all staff are able to use google translate to translate any letters or newsletters.	Staff have a very good understanding of methods which can be used to support families or children with communication.
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