Accessibility plan

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how The Norman C of E Primary School intends, over time, to increase accessibility for disabled pupils. The school is committed to providing an inclusive environment which enables access to the curriculum and wider school life and values all pupils, staff, parents and visitors, including those with physical, sensory, communication, learning and other needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:
a) They have a physical or mental impairment.
b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disability may not always be visible. We consider the barriers each pupil may face and take reasonable steps to remove or reduce them so that pupils can participate fully in school life.

Legal Background

Under the Equality Act 2010, schools have a duty to plan to improve accessibility for disabled pupils. The school also has duties not to discriminate unlawfully and to make reasonable adjustments. This plan should be read alongside the school's existing equality, SEND and health and safety arrangements.

The Accessibility Plan sets out the school's priorities in the three areas required by Schedule 10 of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum, including teaching and learning, clubs, school visits and other wider opportunities;
- Improving the physical environment of the school so disabled pupils can take advantage of education and associated facilities;
- Improving the delivery of information to disabled pupils in accessible formats and within a reasonable time.

Documents and policies

The Accessibility Plan should be read in conjunction with other school policies, strategies and documents:

- Curriculum Policy

- Equality Information and Objectives
- Health and Safety Policy
- SEND Policy and SEN Information Report
- Behaviour Policy
- School Development Plan
- School website and vision statement
- Supporting Pupils with Medical Conditions Policy

The school's complaints procedure covers concerns relating to this Accessibility Plan.

Training

Whole-school training will continue to raise awareness of accessibility and equality issues. Additional training, including medical, intimate care, communication and mobility needs, will be arranged where required for individual pupils.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is published on the school website.
- An accessible copy can be requested from the school office.
- A copy can be found on Smart log.

Review and Evaluation

This Accessibility Plan will be resourced, implemented, reviewed and revised as necessary. Progress against the priorities will be considered annually and a new plan will be prepared at least every three years. The action tables below identify the areas to be addressed and those responsible.

The Norman C E Primary School - Accessibility Plan

Aims:

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date due	Success Criteria
Increase access to the curriculum for pupils with a disability	High quality first teaching embedded across the school. • Differentiated planning in all year groups. • SENDCo oversees provision maps and individual support plans. • Teaching assistants deployed to support learning and independence. • Use of visual timetables, now/next boards and concrete	Short term (1 year): • Audit curriculum resources to ensure representation of disability. • Provide staff training on adaptive teaching strategies. Medium term (2–3 years): • Increase use of assistive technology (e.g. laptops, speech-to-text). • Develop sensory-	• Conduct curriculum audit. • Deliver CPD on inclusive teaching and adaptive practice. • Purchase and implement assistive technology. • Review club and trip risk assessments to ensure	Headteacher SENDCO Subject leaders	July 2026 (short term) July 2028 (medium term) Ongoing review annually	• Pupils with disabilities make progress in line with peers. • Increased participation in clubs and visits. • Staff confidence improved (via CPD feedback).

	resources in EYFS and KS1. • Access to external professionals (e.g. Educational Psychologist, Speech and Language Therapist). • Reasonable adjustments made for trips, clubs and residential visits.	friendly spaces within school. Long term (3+ years): • Ensure full participation in all extra-curricular activities for pupils with disabilities.	accessibility.			
Improve and maintain access to the physical environment	• Step-free access to main entrance. • Disabled toilet facilities available. • Clear, wide corridors suitable for movement around school. • Personal Emergency Evacuation Plans (PEEPs) in place where required. • Regular Health & Safety audits conducted.	Short term: • Complete full site accessibility audit. Medium term: • Improve signage and contrast markings on steps. • Review classroom layouts for accessibility. Long term: • Plan for accessibility improvements in future capital works (e.g. ramps, handrails if needed).	• Conduct premises audit with Site Manager and Trust. • Install high-visibility strips and improved signage. • Ensure accessibility considered in all refurbishment projects.	Headteacher Site Manager Trust Estates Team	Audit by July 2026 Improvement by July 2027 Ongoing capital planning	Safe movement around school for all pupils. • Positive feedback from pupils, parents and visitors. •Compliance with Equality Act 2010.

Improve the delivery of written information to pupils	• Use of clear fonts and appropriate font sizes in classroom materials. • Visual supports used widely across the school. • Parent communications available electronically. • Support provided for pupils with reading difficulties.	Short term: • Ensure key policies available in accessible formats on request. Medium term: • Develop use of symbols and visual communication aids across school. Long term: • Increase use of technology to support communication (e.g. text-to-speech software).	• Audit school website and letters for accessibility. • Provide large print versions on request. • Introduce communication boards where appropriate. • Train staff in accessible document design.	Headteacher SENDCo Office Manager	July 2026 (audit) July 2027 (implementation) Ongoing review	• Information accessible to pupils and parents with disabilities. • Reduced barriers to communication. • Positive parental feedback.

Feature *For example:*	**Description**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Number of storeys	2 (one section only) Main school on ground floor	Staffroom to be relocated to ground floor	Headteacher Central team	Sep 2026
Corridor access	Wide corridors, removed coat pegs so clear Some corridors entrance is behind heavy, non-fire resistant doors	Liaise with central team for replacement	Headteacher Central team	July 2026
Lifts	N/A			
Parking bays	N/A			

Entrances	Electronic gate release, single width entry School entrance is not a automatic door with disabled accessibility, ramp up to door Back door entrance is a step, not a ramp	Gate system to be replaced, as not 100% working Liaise with central team on electronic door and ramp for back door	Headteacher Central team	July 2026
Ramps	In place, and inspected - no further action			
Toilets	Access on ground floor to central toilets, used by all children. Disabled toilet for staff and visitor use, and use by children as necessary	Consider replacing urinal with cubicle	Headteacher Central team	July 2026
Reception area	Clear, open space, with seating area Large enough space for maneuvering			
Internal signage	No signs on classroom doors Fire signs in place Signage is clear	Classroom door signs to be purchased	Headteacher	July 2026
Emergency escape routes	Clearly signposted Back door exit is a step down, not a ramp Emergency exits are cleared and accessible across the school following previous H&S audit	Maintain	All staff	Ongoing