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ACCESSIBILITY PLAN & POLICY NORBRIGGS PRIMARY SCHOOL

Date	Author	Note of Revisions
September 2024	JO	Policy revision
September 2025	JO	Policy revision

Title	Norbriggs Primary School
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Norbriggs Primary School should be an environment where all are included, feel valued and are respected. Children, staff and parents alike are happy, engaged and enthusiastic about learning. Our school nurtures its pupils to ensure that the children in our care leave with strong self-esteem, high expectation and a desire for knowledge. Norbriggs Primary School will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness.

ACCESSIBILITY PLAN – Norbriggs Primary School

1. This Accessibility Plan cover the period from September 2025 – September 2026. (Reviewed annually)
2. The Special Educational Needs and Disability Code of Practice (January 2015) states “many children and young people who have SEN may have a disability under the Equality Act 2010.” The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled children and young people
 - They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
 - They must not discriminate for a reason arising in consequence of a child or young person’s disability.
 - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
 - Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public-sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
3. This plan sets out the proposals of Norbriggs Primary School to increase and sustain access to education for disabled pupils.
4. We are committed to providing a fully accessible environment 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.
5. Norbriggs Primary School plans, over time, to improve the accessibility of provision for all students, staff and visitors who may have the following disabilities.

ASD/ Asperger’s	Hearing
Social, emotional and behavioural needs	Incontinence
Communication	Learning difficulties

Palliative care	Medical
Dietary Problems	Mobility
Motor Skill & Development	Cognitive Difficulties
Visual impairment	Personal Care
Other disability / health problem	ADHD

Individual Accessibility Plans are produced for each School and contain relevant actions to:

- Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events.

The following action plans relate to these key aspects of accessibility at Norbriggs Primary School. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

Curriculum policies and delivery reflect our commitment to Equality and Diversity.

The School's complaints procedure covers the Accessibility Plan.

Our School's interpretation of inclusion means that what we offer is an appropriate curriculum for the children's needs. The school may make a special effort or provision so that particular activities are available to pupils with additional needs.

1. Improving the Physical Access

Target	Strategies	Time scale	Responsibility	Success Criteria
Improve access for individuals with and hearing impairment.	<p>Liaise with outside agencies to support individual needs.</p> <p>SLT to survey all areas of the school requiring access to identify access issues.</p> <p>List of work to be drawn up and prioritised to improve access for with a hearing impairment within the next three classrooms.</p>	<p>Ongoing</p> <p>Autumn term</p> <p>Annually</p>	<p>SEN coordinator</p> <p>SLT</p> <p>SEN coordinator</p>	<p>Individuals with a hearing impairment feel safe within the school environment.</p> <p>The site is accessible for all.</p>
Improve access for individuals with a physically disability.	<p>Liaise with outside agencies to support individual needs.</p> <p>SLT to survey all areas of the school requiring access to identify access issues.</p> <p>Actions identified and prioritised to improve access for individuals with a physical disability for each classroom over the next three years.</p>	<p>On going</p> <p>Autumn Term</p> <p>Annually.</p>	<p>SEN coordinator</p> <p>SLT</p> <p>SEN coordinator</p>	<p>Individuals with a physically disability feel safe within the school environment.</p> <p>The site is accessible for all.</p>
Ensure all fire escape routes are suitable for all and that all pupils with a disability can be safely evacuated.	<p>Request advice from Fire Officer on accessibility of exit routes and fire doors.</p> <p>Put in place Personal Emergency Evacuation Plans for all children with a disability - read and signed by all relevant staff.</p> <p>Develop and improve the system to ensure all staff are aware of their responsibilities.</p> <p>Regular fire drills to practise the evacuation process.</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>On going</p> <p>Termly with the first one</p>	<p>SLT</p> <p>SENCO</p> <p>SENCO</p> <p>SLT</p>	<p>All children with a disability and staff working with them are safe and confident in event of fire and are aware of emergency exit points.</p>

		being in October 2024.		
Adapt the physical environment to meet the needs of children with disabilities.	<p>Where needed -</p> <p>Workstations/safe place for children with ASD.</p> <p>Soft flooring in the classrooms for the hearing impaired.</p> <p>Taking advice from external agencies about modifications or adaptations that need to be made.</p> <p>Every attempt will be made to provide specialist equipment and learning aids will be provided where appropriate.</p> <p>Ensure visual timetables are in place. Adapted for identified pupils, if needed.</p>	<p>Autumn Term</p> <p>Annually</p> <p>On going</p> <p>On going</p> <p>Autumn term</p>	<p>SENCO and Class Teacher</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	The physical environment is accessible to all.
Ensure that all outdoor and play areas are accessible for all children including those with disabilities.	Audit the outdoor, play areas and equipment with children and their parents to identify any access difficulties.	Autumn Term	SLT	<p>All individuals with disabilities be able to access the outdoor environment independently.</p> <p>All to have an understanding of each other's needs.</p>

2. Improving Curriculum Access

Equal Opportunities practices should be evident across the curriculum including extra-curricular activities.

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<p>Increase skills and confidence of teaching staff in adapting the curriculum.</p> <p>Develop a consistent approach to adaptation.</p>	<p>Undertake audit of staff training needs on curriculum access and develop relevant training.</p> <p>Seek and arrange CPD sessions to target training needs identified (e.g.) dyslexia, adaptation, ADHD, ASD</p> <p>Refer/seek advice from outside agencies to support staff with teaching strategies</p>	<p>Spring term</p> <p>On going</p> <p>On going</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Increased skills and confidence of staff in implementing strategies and adaptation for Pupils.</p> <p>A consistent approach to adaptation across the school.</p>
<p>Ensure the curriculum is accessible to all and at the correct level.</p> <p>Ensure all children with SEND are assessed and lessons are appropriately differentiated.</p>	<p>Set up training for Individual Education Plans for children with SEND.</p> <p>Set up system for information to be shared with appropriate staff.</p> <p>To monitor the use of Bsquared and address any training needs.</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Training for new staff in September and all staff to updated during the Autumn term.</p>	<p>SENCO</p> <p>SENCO</p>	<p>All staff aware of pupil's individual needs.</p>
<p>Ensure staff are aware of, and able to use SEN resources.</p>	<p>Audit all SEN ICT and other resources and make list available to all staff.</p> <p>Run individual training sessions on use of resources.</p>	<p>Autumn Term with OT assistance.</p> <p>On going</p>	<p>SENCO</p> <p>SENCO</p>	<p>Consistent use of SEN resources in mainstream classes.</p>