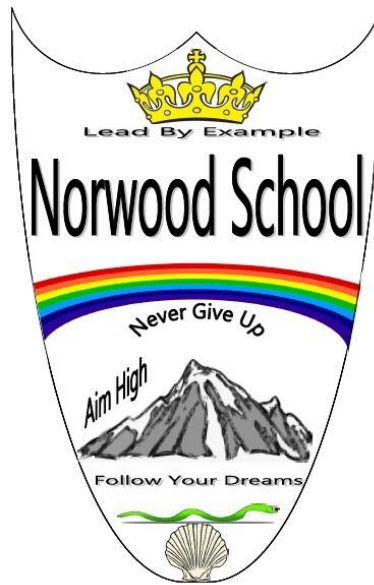


Aim High

Never Give Up

Follow Your Dream

Lead By Example



## Accessibility Policy and Plan

Ratified By	School Effectiveness
Date	29/09/2025
Minute	12
Review Date	Autumn 2028
<b>Policy Statement</b>	
	For all staff and volunteers at Norwood Primary School
Who has devised and contributed to this policy?	SLT, SENCo and Site Management
How will this policy be communicated?	365
How will this policy be monitored?	By SLT and Governors
Which other policies are linked to this policy?	<ul style="list-style-type: none"><li>• Special Educational Needs and Disabilities (SEND) Policy</li><li>• Equality and Diversity Policy</li><li>• Health &amp; Safety Policy</li><li>• Behaviour Policy</li></ul>

---

## 1. Introduction

This policy sets out how Norwood Primary School will promote equality of opportunity for pupils with disabilities, in line with the **Equality Act 2010**.

We are committed to ensuring that all members of our school community, regardless of disability, can participate fully in the life of the school.

---

## 2. Aims

Through this policy and associated Accessibility Plan, we aim to:

- Eliminate barriers to learning and participation.
  - Ensure disabled pupils can access the full curriculum.
  - Improve the physical environment of the school to enable access.
  - Improve the availability of accessible information to pupils, parents, and staff.
  - Promote positive attitudes towards disability and inclusion.
- 

## 3. Definition of Disability

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a **substantial and long-term adverse effect** on their ability to carry out normal day-to-day activities.

This includes a wide range of needs, which may be:

- Physical or mobility impairments
  - Sensory impairments (hearing, vision)
  - Communication and interaction needs
  - Long-term medical conditions
  - Learning difficulties and neurodiversity
- 

## 4. Responsibilities

- **Governing Body** – ensures compliance with statutory duties, approves and reviews this policy and plan.
  - **Headteacher** – leads on implementation, reports progress to governors.
-

- **SENCO/Inclusion Lead** – oversees day-to-day provision and reasonable adjustments.
  - **Staff** – ensure inclusive classroom practice and make reasonable adjustments.
  - **Pupils and Parents** – work in partnership with the school to share information and identify needs.
- 

## 5. Accessibility Plan

The plan identifies actions to improve access in three key areas:

### (a) Curriculum Access

- Provide differentiated and personalised teaching strategies.
- Ensure staff receive regular training on SEND and inclusion.
- Use assistive technologies where appropriate.
- Adapt assessments and provide access arrangements for statutory tests.
- Ensure all educational visits, after-school clubs, and enrichment activities are inclusive.

### (b) Physical Access

- Maintain accessible entrances, exits, and circulation routes.
- Provide accessible toilet and changing facilities.
- Ensure clear signage around the school, including visual symbols where helpful.
- Review emergency evacuation procedures to ensure all pupils can be safely evacuated.
- Prioritise accessibility improvements in site development plans.

### (c) Information Access

- Provide written materials in accessible formats (e.g. large print, audio, Braille, easy read) where requested.
  - Ensure the school website is designed with accessibility features.
  - Use visual supports and symbols for pupils who need them.
  - Communicate with parents/carers in accessible formats when needed.
- 

## 6. Consultation and Involvement

We consult with:

- Pupils with disabilities
  - Parents and carers
-

- Staff
- External agencies (e.g. occupational therapists, local authority SEND advisers)

Their views inform the development and review of this plan.

---

## **7. Complaints**

Concerns regarding accessibility will be dealt with through the school's Complaints Policy, which is available on the school website or from the school office.

---

## Norwood Primary School Accessibility Plan - Improving physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> <li>○ Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>○ Ensure staff and governors can access areas of school used meetings</li> <li>○ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>○ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> </ul>	As required	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>○ Check exterior lighting is working on a regular basis</li> <li>○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> <li>○ Check flashing beacons that signal fire alarm activation regularly</li> </ul>	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>○ Ensure staff are aware of need to keep fire exits clear</li> </ul>	Daily	All disabled personnel and pupils have safe exits from school.

Accessible car parking	<ul style="list-style-type: none"> <li>○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</li> <li>○ The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building</li> </ul>	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>○ Ensure venues and means of transport are vetted for suitability</li> <li>○ Develop guidance on making trips accessible</li> </ul>	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>○ Review PE curriculum to include disability sports</li> </ul>	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> <li>○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</li> </ul>	As required	Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> <li>○ Identify training needs at regular meetings</li> </ul>	On-going	Raised confidence of support staff

Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"><li>o Make sure the corridors leading up to the hall are clear of obstructions</li></ul>	On-going	Disabled children can get to the hall from the classrooms
Improve access to written information	Offer materials in alternative formats upon request	On-going	Parents/pupils receive information in accessible formats

---