

# Norbreck Primary Academy

## Accessibility Plan

3-year period covered by the plan: September 2024 to September 2027

### Introduction

The Single Equality Act came into place in October 2010 and brought together the duties that were already set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

### Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To treat disabled pupils favourably and fairly
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

**This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the Single Equality Policy:**

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Starting points**

### **The purpose and direction of the school's plan: vision and values**

At Norbreck Primary Academy we aim to provide an environment where every child has the confidence to strive for the highest possible standards of personal and academic achievement. Our commitment to an inclusive environment for staff, children, parents and carers, governors and others involved in the school community is at the heart of our vision and values.

Norbreck has high aims for all pupils, of all abilities, to participate in every aspect of school life, and to achieve their full potential.

In order to achieve this we are committed to identifying and removing barriers to learning to ensure that:

- Disabled pupils are not treated less favourably.
- Adjustments are made to lessen any disadvantages.
- Access to education for disabled pupils is monitored and developed.

### **Definition:**

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This includes:

- A visually or hearing-impaired person.
- A person with a physical disability
- A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other on-going condition such as colitis.
- A person with an autistic spectrum disorder
- A person with Down's syndrome
- A person with dyspraxia and or ADHD
- A person with dyslexia

This list is not exhaustible but are the main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006).

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs.

This means that disabled pupils may or may not have special educational needs.

The school is committed to inclusion, the removal of barriers to learning and increasing access for disabled pupils in order to improve outcomes. This is driven by the National Curriculum Inclusion Statement which states that it is schools' responsibility to :

***'provide a curriculum that meets the specific needs of individuals and groups of pupils.'***

Therefore the school follows these key principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

### **Information from pupil data and school audit**

Norbreck Primary Academy is a three-form entry school with 21 single age classes. Each class has one teacher. Reception classes also have a fulltime TA in each class. KS1 classes have a TA in each class in the mornings. There are 8 more teaching assistants who work in the mornings in KS2. Additional TAs are provided to meet individual needs of children.

### **Views of those consulted during the development of the plan**

- Staff
- Trustees
- Parents and carers
- Children

## **The main priorities in the school's plan**

Increasing the extent to which disabled pupils can participate in the school curriculum.

Staff are specially trained and/or experienced in meeting the needs of the pupils. In addition, all staff are kept up to date with developments and training.

Pupils with an Education, Health and Care Plan (EHCP) have a personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Packages include SALT, OT, and social skills. Plans are also in place for children with SEN who do not have an EHCP. Resources are updated with the needs of the pupils in mind, such as wobble cushions, use of coloured overlays, SALT materials, literacy and numeracy schemes to support multisensory learning.

All children's progress is monitored termly through data, 'Assess-Plan-Do-Review' meetings, and at Pupil Progress Meetings between class teachers and the head. Tracking systems are used for all pupils regardless of ability, and high expectations are maintained for all.

Health Care Plans are in place for specific children with disabilities.

## **Future Developments**

- To continue to ensure that disability equality issues are incorporated into the planning and learning in Citizenship, PSHE and RE. Resources have recently been purchased to support this, but more will be needed.
- To continue to ensure that staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social inclusion.
- To continue to train all staff on the resources available to support pupils, with specific training for teaching assistants to carry out programmes to support literacy and numeracy.
- To continue to improve access for pupils with co-ordination difficulties such as dyspraxia, through seeking advice from Occupational Therapists and other specialist support.
- Continued improvements in provision mapping, including improved monitoring of interventions and their impact on outcomes for pupils.
- High expectations for all pupils with use of appropriate methods of monitoring progress, including BSquared and use of school tracker.

- To continue to ensure PDRs and Provision Maps reflect appropriate deployment of learning support. Data is used effectively and staff with specific training are shared across the school.

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

- To research the need to install a loop system at Reception for Hearing Impaired visitors.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

At Norbreck Primary Academy we are committed to ensure that disabled children can access all information. We identify barriers and put in place appropriate resources such as:

Visual timetables are provided for classes and individuals.

Worksheets are provided with cream paper and/or different coloured overlays specific for individual children where needed. This is also available for tests.

Staff working with children with disabilities are trained and/or aware of adjustments that may need making - such as simplifying language, use of whiteboards for planning and breaking down information, pre-teaching of vocabulary, altering interactive whiteboards accordingly.

Ensure that when reviewing SEN policy we take account of developments which may improve access to the curriculum for pupils with learning difficulties.

Ensure when school is developing its assessment, marking and teacher feedback policies to take into account pupils with disabilities/learning difficulties:

**This may include:**

- Recording information for pupils with learning difficulties or hearing impairments.
- Enlarged print for those who are visually impaired.
- Simplified language.
- Using picture/symbol language.
- Identifying the appropriate format to use when presenting information in conjunction with pupils and parents.

- School will continue to explore and develop different formats as a matter of course.
- Improving assemblies and presentations.

### **Making it happen**

The school will evaluate the effectiveness of this policy by careful monitoring of its action plan set out below.

### **Management, coordination and implementation**

#### **Lead Responsibilities**

Headteacher: Mr. I. Cooper

Deputy Headteacher: Mrs. V. Cadwallader

SENDCO: Mrs. A Reed

SEN Governor: Mrs. P. Hartley

Chair of Governors: Mrs. L. Pannett

#### **Accessing the school's plan**

The plan and policy are available as a hard copy from school or on-line