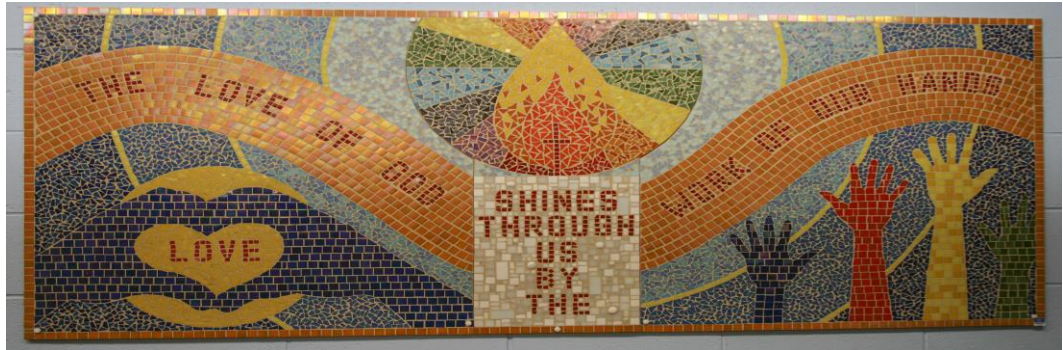


Norley CE Primary School



Accessibility Plan

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)



Accessibility Plan

The *Equality Act 2010* has placed greater duty on schools and colleges to produce robust accessibility plans which cover all kinds of disability (e.g. including visual and hearing). There are many different templates for constructing a plan with many schools preferring to itemise short, medium and long term objectives. The *Equality Act* makes it clear that every school and college **must** make reasonable adjustments.

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom
- providing extra support and aids (such as specialist teachers or equipment)

Accessibility Plan	
Review Frequency:	3 years or earlier if considered necessary
Reviewed by:	Business & Resource Committee 5 th May 2022
Head Teacher approval signature:	<i>Helen Kelly</i>
Head Teacher approval date:	5 th May 2022
Chair of Governing Body approval signature:	<i>Paul Corbishley</i>
Chair of Governing Body approval date:	5 th May 2022
Date of next review:	5 th May 2025

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils.	Guidance from specialists (ie hearing impaired service, autism service) taken into account when arranging classrooms for maximum benefit to disabled pupils.	Monitoring indicates Disability / SEN taken into account in organising the environment for learning.	Disabled pupils able to access learning environment more effectively.
Curriculum delivery / delivery of materials in other formats.	Targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for. Diagrams described and presentations read out loud. Copies of slides and diagrams available to pupils.	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disabled / SEND / other nominated pupils.	Disabled pupils able to access curriculum more effectively.
School design for disabled pupils.	All areas accessible to disabled pupils, staff and members of the public.	Strategic discussions with LA on school site, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of rebuild improvement works.	Plans drawn up show clearly how disabled access will be undertaken. All new building will be fully DDA compatible. Log any difficulties or ongoing issues. Main front door, room 2, and music room all have fully accessible exits. Electric door in room 2. Disabled car parking spaces available.	Disabled pupils, staff and members of the public able to access all physical areas without difficulty with the exception of the outdoor classroom which is not suitable for wheelchair access.
Signage	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	New signs clear and updated as required.	