



**South Farnham Educational Trust**



The Continual Pursuit of Excellence



**Normandy  
Village School**

*Member of the South Farnham Educational Trust*

# **ACCESSIBILITY PLAN**

Review Date: Autumn 2024

Next Review Date: Autumn 2026

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Normandy Village School is committed to providing an accessible environment which values and includes all pupils, 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, tolerance and inclusion. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Trustees, Staff & Governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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 TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Sound equipment available if required.</li> </ul>	To provide training for teachers on adapting the curriculum (with priority going to highest need)	Undertake an audit of staff training requirements.	Leadership team	Start of each academic year following staff audit.	All teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum.
		To assess pupil needs and staff training needs to meet those needs	Review the specific needs for pupils living with disabilities.	SENCO	Start of each academic year following Vulnerable Children document being compiled.	Pupil needs and teachers training needs are being met and access to the curriculum is increased.
		To ensure all out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation	Leadership team	Reviewed each term	Increase in access to all school activities for all disabled pupils

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		To ensure availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	SENCO	Start of each academic year following Vulnerable Children document being compiled.	Delivery of information to disabled pupils and parents improved.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps at main entrance to school</li> <li>• Corridor width is appropriate.</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• The doors are wide enough for wheelchair access</li> </ul>	To ensure internal décor is suitable for those with visual impairments.	To ensure well contrasted colours between wall and floor colours to distinguish between surfaces. Maintain current contrast as areas redecorated.	Caretaker and Leadership Team	Rolling plan	
		Ensure all outdoor spaces are accessible.	<p>Conduct health and safety walks each term to check outdoor spaces are accessible.</p> <p>Ensure all entrances are well-lit.</p>	Caretaker, Headteacher, H&S governor and premises manager	Each term	Accessibility issues are promptly addressed after each health & safety walk.

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	<ul style="list-style-type: none"> <li>Well contrasted walls and floors to distinguish between surfaces</li> </ul>	Ensure children/staff with physical disabilities can access their classroom if steps are required.	Assess feasibility of ramp if required or swap classrooms.	Leadership team	As required	Children/staff with physical disabilities can access their classroom.
		Ensure individual with limited mobility have a buddy/staff member who can support with moving around the school	Assign a buddy/staff member to support individual when moving around the school building.	Leadership team	As required	Effective assistance provided through the buddy system.
		Ensure that all school events and assemblies are held in accessible locations	School events and assemblies planned in advance and room bookings made. These room bookings are reviewed by the Headteacher and caretaker.	Leadership team and caretaker	As required	All school events and assemblies are accessible to everyone.

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		Collaborate with architects and accessibility experts to design new buildings and renovate existing ones.	Headteacher and Trust Leaders liaise with architects when plans are being created. Plans to include reference to accessibility.	Leadership team with architects	As required	New buildings and renovations ensure accessibility for all pupils and staff

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board.

It will be approved by the Trust board & the governing board.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

