

Norfolk Community Primary School

ACCESSIBILITY PLAN 2007/2008

At Norfolk Community Primary School, we are committed to providing a fully accessible environment that includes all pupils, staff, parents/carers and visitors regardless of physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging attitudes about disability and accessibility and we are developing a culture of awareness, tolerance and inclusion.

The building of the school in line with 1981 Building Regulations means that the school has no barriers to physical access. All the classrooms, the ICT suite, group rooms, the dining room, the offices, studio and school hall are fully accessible.

To summarise:

- All the areas are physically accessible to all children
- There is a wide door at all points of access to the building
- There are widened parking spaces for disabled parking outside the main entrance
- There is a purpose built and clearly marked toilet for the disabled in the entrance area and on the first floor.
- There are no obstructions on the corridors
- All the classrooms are painted in the same pale neutral colour
- There is a parents/carers information notice board on an outside wall

Norfolk Community Primary School is committed to ensuring that all children have access to a broad and balanced curriculum that also includes the breakfast club, after school clubs, sporting and cultural activities, and educational visits.

The following key issues have been identified:

- To ensure that school policies, prospectus and induction procedures should reflect the strong inclusive ethos at Norfolk Community
- To ensure that the curriculum is differentiated appropriately to meet the needs of all pupils
- To develop the school grounds to continue to ensure access for the disabled
- To develop systems that enable effective communication with all parents/carers, whatever their culture or language
- To secure a creative curriculum that motivates and develops positive attitudes to learning for all children, regardless of ability/disability

Attached is the action plan relating to these key issues. This will be reviewed annually.

It is acknowledged that there will be a need for ongoing awareness amongst all staff, pupils and governors in the matter of disability discrimination.

The Accessibility Plan should be read in conjunction with the following documents:

- School Improvement Plan
- Special Educational Needs Policy
- Behaviour Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Inclusion Policy

The Accessibility Plan will be reviewed at the end of the academic year 2009.

Targets	Strategies	Outcome	Responsibility/ /Monitoring	Time	Evaluation
Short term: School policies, prospectus and induction procedures reflect the strong inclusive ethos at Norfolk Community	When reviewing and updating, ensure all relevant policies, prospectus and induction procedures reference Every Child Matters and inclusion and an impact assessment is carried out for each policy	All children, staff and parents/carers support the school's strong inclusive ethos	HT SLT Governors	Ongoing from Jan 2008	This is being done Needs to continue
Short term: Continue to develop and strengthen links with Norfolk Park Special School to share expertise and offer mainstream experiences for disabled pupils.	Continued contact weekly with Norfolk Park – reviewed at the end of each term	Pupils from both schools have a happy and positive experience in the classroom and enjoy each others' company	DHT	Ongoing from January 2008	One child visits weekly. No visits as yet from our children.
Medium term: Develop systems that enable effective communication with all parents/carers, whatever their culture, ability or language	Develop signage for EAL pupils and parents/carers. Use Rebus symbols	Key information about the school available in main languages of the school community. Signage in main language of school community	HT/SMT Governors	Ongoing from Jan 2008	Ongoing (J.H. brokering further S & L Therapy Training – Spring 09) EAL Signage has increased
Long term: A creative curriculum that motivates and develops positive attitudes to learning for all children, regardless of ability/disability	Review curriculum provision	Whole school curriculum map in place	HT SLT Curriculum subject leaders	2007/2008	And continues with extension of writing project and creative partnership