



Normanby Primary School

ACCESSIBILITY PLAN

Plan Duration: 2025–2028

Review Cycle: Every 3 Years

Annual Monitoring by: Head teacher, Local Academy Committee, SENDCO and SLT

Published on: School Website

1. Introduction & Legal Framework

Normanby Primary School is committed to promoting equality of opportunity and ensuring all pupils, staff, parents, carers, and visitors, including those with disabilities, can fully participate in school life.

This Accessibility Plan meets statutory requirements under:

- The Equality Act 2010, which places a positive, anticipatory duty on schools to make reasonable adjustments to avoid disadvantaging disabled pupils. This includes increasing access to the curriculum, improving the physical environment, and enhancing the delivery of information in accessible formats.
- SEND Code of Practice (2015)

The Equality Act requires that the school's accessibility plan is:

- In writing,
- Kept under regular review and revised as necessary,
- Implemented effectively with adequate resource allocation,
- Made available to parents and inspection bodies upon request.

Lead Staff Responsible:

- Headteacher
- SENCo
- Site Manager
- SEND Governor

2. School Context

Normanby is a two-form entry primary school in Redcar and Cleveland serving pupils aged 3 to 11. The school has a capacity of 550 pupils and currently has 500 on roll; including children who attend our Nursery. At present, 19% of our pupils are eligible for Free School Meals. 118 pupils attract PPG is 24%.

Normanby Primary School is part of the Ironstone Academy Trust, and we uphold the shared values of inclusivity, resilience, openness and nurture. Our staff are committed to ensuring that all pupils and parents are supported to participate fully in every aspect of school life.

Currently, 17% (85) of our pupils are registered as having an additional need or disability. The school is continuing to strengthen its graduated response so that needs are identified early and appropriate support is put in place. We provide tailored support for pupils through SEND Support Plans, and some children have an Education, Health and Care Plan (EHCP).

We offer provision for a wide range of needs, including communication and interaction difficulties, cognition and learning needs (such as dyslexia or moderate learning difficulties), social, emotional and mental health (SEMH) needs, and sensory or physical needs. We also support pupils for whom English is an additional language (EAL).

3. Accessibility Action Plan

Increasing Access to the Curriculum

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Ensure high-quality inclusive teaching for all pupils	Continue to embed the teaching and learning handbook to ensure that adaptive teaching strategies are used to support pupils during all lessons.			
	Promote quality first teaching as the primary driver for supporting pupils in lessons, embedding the use of tools such as the Ordinarily Available Provision document from Redcar and Cleveland.	Class Teachers, SENCo, SLT, subject leads	Ongoing; reviewed termly	Reasonable adjustments are recorded, monitored, and reviewed regularly to demonstrate impact on pupil progress and inclusion.
	Further develop the curriculum to include reasonable adjustments, quality first teaching approaches and adaptive practice so that teaching and learning is inclusive of all learners.			Evidence of consistent inclusive practice in learning walks and DDI; evidence of practice in book scrutiny, improved progress for SEND pupils.
	Ongoing staff training in adaptive teaching and inclusive practice to develop understanding of high-quality inclusive teaching.			

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Ensure early identification of SEND	Engage in open dialogue with pupils and parents about their needs and preferences for adjustments, ensuring timely and effective support.			
	Use Well COMM assessment systems to identify speech, language and communication needs early and provide targeted support and intervention.			
	Conduct EYFS baseline assessments reflecting SEND risk factors.			
	Conduct termly analysis of data to identify any emerging patterns of need for individual pupils.			
	Use the Inclusion Monitoring Cycle graduated response to SEND Support for early identification.	SENCo, Class Teachers, SLT	Ongoing, Every 4 weeks, Every term	SEND needs identified early and support put in place; evidence of early identification logged; interventions begin within 4 weeks; progress continues
	Use 4-weekly inclusion monitoring cycle in collaboration with class teachers and SENDCO.			
	Provide staff training to develop staff understanding of a range of needs and support that can be offered.			

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
	<p>Gather information from parents and other professionals on transition into nursery (e.g. early years settings), or during a mid-year transition from another school.</p> <p>Create SEND Support Plans in collaboration with parents and pupils.</p> <p>Plan and deliver targeted interventions, based on data and ongoing assessment from data analysis and formative assessment.</p>			
Provide targeted and specialist support	<p>Liaise with external professionals regarding specific needs and implement advice and recommendations.</p> <p>Develop Medical Health Care Plans, in collaboration with parents to support children with medical needs. Create risk assessments for identified medical needs.</p>	SENCo, teaching assistant, Class Teachers	Termly reviews	Interventions show measurable impact (before/after data); outcomes for pupils with SEND are improved and this is reflected in data; pupils with medical needs are supported in school
Improve accessibility of the curriculum	<p>Provide a carefully planned transition for identified pupils between year groups, phases of education and during mid-year transfers.</p> <p>Adapt long-term plans to include strategies and resources that will remove barriers e.g. the use of practical resources in maths, or adapted resources in DT.</p>	Subject Leads, SENCo, Teachers	Annual planning cycle	SEND pupils access all curriculum subjects, visits and clubs.

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Develop staff expertise in SEND	Ensure that resources used in lessons are adapted to meet the needs of the range of learners in the classroom and develop SEND Support Plans to reflect these reasonable adjustments.	SENCo, External Providers	Annual training cycle	Increased staff confidence: improved adaptations noticed in classroom visits.
	Ensure appropriate risk assessments are in place to support the effective inclusion of pupils on school trips, during PE and other practical topics.			
	Increase staff: pupil ratios to ensure effective inclusion on visits, during practical lessons etc.			
	Plan and deliver annual staff CPD on specific needs, supported by external professionals when needed.			
	Ensure annual refreshers for relevant training is complete e.g. for asthma, epilepsy etc.			
	Seek support from external professionals for medical needs e.g. epilepsy nurse, JEXT training etc.			
	Induction for new staff in policy and procedures for supporting inclusion.			

Improving Access to the Physical Environment

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Ensure school buildings are accessible	Site manager and headteacher to carry out an annual school access audit.	Site Manager, Headteacher	Annual audit	Pupils move around school independently, no accessibility complaints.
	Maintain clear routes and decluttered corridors to ensure a safe environment.			
	Ensure that classrooms have a clear entry and exit route with adequate space for pupils to move around.			
	Improve signage to ensure high-contrast symbols appropriate for young readers and to incorporate communication methods that the pupils are familiar with.			
Improve access to toilet and hygiene facilities	Ensure all adaptations consider health and safety, cost, practicability, and the potential impact on other pupils and staff, balancing these factors in line with the Equality Act's objective justification principles.	Site Manager, SENCo, class teachers	Ongoing	Hygiene needs are met appropriately and safely.
	Maintain accessible toilets for children and adults to be monitored during annual site checks.			
	Provide step-stools for children, if needed.			
	Ensure that toilets and sinks are child-friendly for younger pupils.			

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Ensure safe emergency evacuation	Develop intimate care plans, in collaboration with parents, for pupils who require regular support with this to ensure privacy and dignity. Ensure staff are appropriately trained to support children with intimate care needs.	SENCo, class teachers, Site Manager	Termly	Safe evacuation achieved; PEEPs remain up to date.
	Produce PEEP (Personal Emergency Evacuation Plans) for identified pupils to ensure the safe evacuation of these pupils from the school building.			
	Include practice for supporting pupils with a range of needs during fire and lock down drills.			
Improve classroom accessibility	Ensure that visual and auditory alarm systems are functioning during site checks.	Class Teachers, SENCo	Ongoing	Children with sensory/physical needs work comfortably and without barriers.
	Provide appropriate tools for children to support their sensory needs and allow accessibility to the classroom e.g. fidgets, ear defenders, alternative seating arrangements.			
	Develop low arousal spaces and tidy classrooms.			
	Create small, low-arousal workspaces to allow sensory breaks and support regulation.			
	Incorporate movement breaks into daily classroom teaching.			

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Improve outdoor accessibility	Ensure that there are accessible routes in and out of the classroom.	Site Manager, PE Lead	Annual review	All pupils participate in outdoor activities safely; all pupils are supported to participate in outdoor learning.
	Teachers to consider seating arrangements for individual pupils to ensure accessibility.			
	Ensure routes in and out of the building are clear and uncluttered for accessibility.			
	Provide alternative, quiet areas for children to access.			
	Develop the adapted outdoor equipment in school to allow better access for PE and outdoor learning.			
	Work with peer-partners to train them to support in playtime games to encourage participation and inclusion.			
	Share information about individual pupils with outdoor learning and PE providers (e.g. physical needs, medical needs) to ensure understanding of the support required.			

Improving Access to Information

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Improve access to information for pupils	Use a consistent visual timetable across the school to ensure access for all pupils.	Class Teachers, SENCo	Immediate & ongoing	Pupils understand routines and instructions more independently.
	Use now and next as a strategy for breaking down information, or next steps.			
	Use reduced language when communicating important messages, or instructions.			
	Create social stories to support understanding of routines, trips, transitions or other communication needs.			
	Provide text in large print, or use simplified or audio versions of materials.			
	Use appropriate systems for supporting pupils with hearing impairments e.g. audio loops.			
	Refer for support from the STARS service for individual pupils with hearing, visual or multi-sensory impairments.			
	Provide translated versions of information, or seek the support of an interpreter as required, for pupils who have EAL.			

Objective	Actions / Strategies	Responsibility	Timescale	Success Criteria
Improve access to information for parents	Provide translated versions of letters and other school information or seek the support of an interpreter as required.			
	Offer information in large print, digital or audio, as appropriate on request from parents/carers.	Admin Team, SENCo	Ongoing	Increased engagement from SEND and EAL families.
	Offer termly SEND Coffee Mornings for parents, with other professionals invited to offer support and insight e.g. Family Voice, SALT etc. Ensure that policies are available in plain English, easy to read or other appropriately supported versions on request.			
Improve digital accessibility	Where remote learning is required, ensure resources are appropriately adapted for SEND learners.	Website Administrator, SLT	Annual audit	All families access digital information without barriers.
	Ensure the school website is WCAG 2.1 AA compliant			

4. Staff Training & Professional Development

In line with DfE accessibility expectations, all staff at Normanby Primary School engage in ongoing professional development to ensure they can meet the diverse needs of pupils and fulfil the school's anticipatory duty under the Equality Act 2010. Staff training is regularly updated to reflect current legislation, statutory guidance and best practice in inclusive education, including approaches to supporting pupils with SEND, removing barriers to learning and promoting full participation in school life.

By ensuring that every member of staff understands up-to-date policies, procedures and accessibility requirements, the school maintains a consistent and well-informed approach that enables pupils to access the curriculum, school environment and information effectively.

Training includes understanding the anticipatory duty to prevent discrimination and promote equality proactively.

Staff have received training in the following areas:

- Paediatric First Aid
- Administering medication
- Supporting pupils with Asthma
- Supporting pupils with Epilepsy
- Trauma-informed Practice
- Understanding FASD
- Behaviour regulation
- Sensory needs
- Neurodiversity

Success measured through:

- Learning walks
- Pupil progress and behaviour data
- Surveys: Pupil Voice, Parent/Carer and Staff confidence

5. Partnerships & Co-Production with Parents and Agencies

School works with:

- Parents/carers
- Local Authority SEND Team
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS / mental health support
- Visual & Hearing Impairment Teams (STARS)
- Health professionals for medical care plans
- School nursing team
- Social care and Early Help Teams

Working with parents and carers:

- Parents are invited to meet with class teachers to discuss any extra support that they believe their child may need
- Staff will work in collaboration with parents to develop support as part of school's inclusion cycle
- Class teachers will work in collaboration with parents, and the SENDCO, to develop SEND Support Plans when children are added to the school SEND register
- Parents and carers will meet at least termly with class teachers to review SEND Support Plans and set appropriate targets
- School and parents, may work in collaboration with outside agencies to develop and refine support

6. Monitoring and Review

The Local Advisory Committee (LAC) and SENCo will ensure that the accessibility plan is:

- Reviewed at least every three years,
- Regularly monitored for effective implementation,
- Adequately resourced,
- Updated to reflect changes in legislation, pupil needs, and inspection frameworks.

Records of all reasonable adjustments made, including requests and outcomes, will be maintained confidentially and reported to governors termly.

The school will ensure transparency by making the plan and updates available to parents and inspection teams as required by law.

7. Publication

The plan is published on:

<https://normanby.ironstoneacademy.org.uk/school-policies/>

Available in alternative formats via:

office@normanby.org.uk
01642 469529

8. Summary Statement

At Normanby Primary School, we are committed to providing an inclusive education for all learners. Our approach is guided by the principles outlined in the Children and Families Act and the SEND Code of Practice, which emphasise the importance of early identification, personalised support and the active involvement of parents and pupils in the learning process. We believe that every child has the right to a high-quality education that meets their individual needs.

Normanby Primary School recognises its statutory responsibilities under the Equality Act 2010 and is committed to fulfilling its anticipatory duty. The school actively works to remove barriers to learning and participation for all pupils through reasonable adjustments, inclusive teaching, and accessible environments. This commitment is embedded in leadership, governance, and day-to-day practice to ensure all pupils receive a high-quality, equitable education.