



THE NORTON
KNATCHBULL
SCHOOL

Accessibility Plan

Reviewed by:	Inclusion Manager
EIA*	Inclusion Manager
Approved by Education Committee	25 th June 2024
Date of Review	Summer 2027
Publication	School website

**The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised. EIA assessment will be completed for policies reviewed on or after 30th October 2023 and is appended to this policy*

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

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.

The plan has been produced in consultation with the management of the school and staff and will be a working document that is constantly under review. We are committed to ensuring that we provide an inclusive environment for all that use the site regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenge attitudes about disability and accessibility to raise awareness

The school has approximately 1200 students and up to 100 staff that use the site on a daily basis. The school has a lot of older buildings which have been built onto over different periods of time. These all comply with relevant legislation for access. The school is used for many extra-curricular events that run outside the hours of the normal school day. Examples of which are concerts, award ceremonies, hire of main hall and sports clubs using the sportshall. These involve members of the public and parents accessing the school at these times. The site does run a Personal Emergency Evacuation Plan (PEEP) for every student and staff member that potentially has a difficulty in evacuating buildings in an emergency.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including appropriate pupil, parents, staff and governors of the school.

The school also abides by the [mainstream core standards](#) as explained further on KELSI.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Funds will be made available to make reasonable adjustments where appropriate.

3. Monitoring arrangements

This document will be reviewed every three years or more frequently as required.

4. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Students with Disabilities</p>	<p>To ensure that all students are able to access a varied curriculum.</p> <p>To ensure that students who require extra support in lessons are able to access all subjects.</p> <p>Ensure awareness of</p>	<p>KS3, KS4 & KS5 Curriculum review</p> <p>Students needs analysed and any adaptations made / organised</p> <p>Reinforce responsibilities of all</p>	<p>SLT</p> <p>SenCo</p> <p>SenCo</p>	<p>A varied curriculum is financially viable and accessed by all students.</p> <p>Any students with a disability have full access to the curriculum.</p> <p>All staff in school aware of student's needs.</p>

	<p>included in all lessons.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Transition from Primary school fully informs of any student with disabilities</p>	<p>disabled pupil needs.</p> <p>To monitor all students to ensure progress is being made in line with and above national averages.</p> <p>To ensure that targets are appropriate for those students with disabilities.</p> <p>To ensure that new students to the school have appropriate</p>	<p>teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Review PE needs for disabled students termly.</p> <p>Students formally monitored at 2 points throughout the year.</p> <p>SenCo to meet with students to discuss targets and ensure they are appropriate</p> <p>Transition team communicate effectively with</p>	<p>All Staff</p> <p>SenCo</p> <p>RHO</p>	<p>Students needs/ gaps are recognised and interventions put in place.</p> <p>Students are motivated top achieve targets</p> <p>Students with disabilities arriving at the school are</p>
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		adjustments made	SenCo		absorbed in the curriculum as others.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To ensure that the physical environment of the school is maintained allowing all students to access.	<p>Review of site</p> <p>Lifts serviced in accordance with guidelines</p>	<p>Site Manager</p> <p>Site manager</p>	<p>Any changes needed to be made noticed and amended.</p> <p>Lifts working well</p>
Improve the delivery of information to pupils with a	Our school uses a range of communication methods to ensure information is accessible. This includes:	To ensure that all disabled students are effectively communicated with	Disabled students needs analysed and communication methods	SenCo/ Site Manager	All disabled students have full access to information.

disability	<ul style="list-style-type: none">• Internal signage• Large print resources• Braille• Pictorial or symbolic representations	on school matters	differentiated according to need.		
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Appendix 1: Accessibility Audit

This audit is completed annually, and changes made accordingly.

Feature	Description	Actions to be taken	Person responsible
Number of storeys	Main Building has three storeys. Brabourne and Fraser two storeys DLC has two storey's.	<ul style="list-style-type: none">• <i>Check all access and egress points are clearly marked up.</i>• <i>Check Floor Surface.</i>• <i>Check Good lighting is in place.</i>• <i>Check signage is clearly visible.</i>• <i>Check fire exits are clearly marked up.</i>• <i>Check evacuation points at clearly marked up.</i>	Site Manager / SenCo
Corridor access	All corridors are designed in regulation and free from obstruction.	<ul style="list-style-type: none">• <i>Check all access and egress points are clearly marked up.</i>• <i>Check Floor Surface.</i>• <i>Check Good lighting is in place.</i>• <i>Check signage is clearly visible.</i>• <i>Check that fire exits are clearly marked up.</i>• <i>Check evacuation points are clearly marked up.</i>	Site Manager/ SenCo

Lifts	Main Building: Brabourne Fraser Hall Access lift DLC	<ul style="list-style-type: none"> • <i>Check all access and egress points are clearly marked up.</i> • <i>Check floor surface is in good working order.</i> • <i>Check good adaptable lighting is in place.</i> • <i>Check the lifts are regularly, maintained.</i> • <i>Check the auto dialer is working in case of an emergency.</i> 	Site Manager/ SenCo
Parking bays	There are three disabled parking bays situated in the front entrance to the main building.	<ul style="list-style-type: none"> • <i>Check the proximity and designate spaces are in line with DDA specification</i> • <i>Check the surface. (report any defects)</i> • <i>Check the gradient- (Not to exceed 1:20)</i> • <i>Check clear routes are free from obstruction and damage.</i> • <i>Check for hazards.</i> • <i>Check entrance routes meet DDA specification.</i> • <i>Check steps for access and egress support.</i> • <i>Check correct signage is in place.</i> 	Site Manager / SenCo
Entrances	All main entrances doors are double in design. There is a 3mm weather bar fitted to floor.	<ul style="list-style-type: none"> • <i>Check all doors are working correctly and meet the DDA specification for access and egress.</i> • <i>Check all doors have the correct handles fitted</i> • <i>Check there are no hazards.</i> 	Site Manager / SenCo

		<ul style="list-style-type: none"> • <i>Check surface around entrance is in good order</i> 	
Ramps	The main entrance for visitors/students and employees that need assistance has a ramp fitted that conforms to DDA Specification.	<ul style="list-style-type: none"> • <i>Check the surface on the ramp is in good order.</i> • <i>Check all handrails are in place and in good working order.</i> • <i>Check the area is free from hazards and debris</i> • <i>Check there is suitable lighting installed.</i> • <i>Check there is suitable signage in place</i> 	Site Manager / SenCo
Toilets	<p>Main Building: Toilets are on all levels.</p> <p>Brabourne Building: Toilets are both levels.</p> <p>Fraser Building: Toilets are on all levels.</p> <p>DLC – Toilets on all floors and disabled toilet on the ground floor</p>	<ul style="list-style-type: none"> • <i>Check the toilet is fully accessible.</i> • <i>Check the doors open and close easy.</i> • <i>Check floor is clear and correct for wheelchair use.</i> • <i>Check handrails are in place.</i> • <i>Check the toilet meets the privacy requirements.</i> • <i>Check all fittings and fixtures are accessible to all.</i> • <i>Ensure there is accurate lighting install</i> 	Site Manager / SenCo
Reception area	The main reception is on the ground floor level accessible via steps and a ramp. The main doors are electronic.	<ul style="list-style-type: none"> • <i>Ensure there is accurate lighting install.</i> • <i>Check that the electronic doors are protected from entrapment.</i> 	Site Manager / SenCo

		<ul style="list-style-type: none"> • <i>Check that all doors have signage on to prevent injury from striking.</i> • <i>Check seating area is free from obstruction.</i> • <i>Check floor surface is in good working order</i> 	
Emergency escape routes	The School has clear instructions poster around the site on fire evacuation process. All Final exits are clearly marked.	<ul style="list-style-type: none"> • <i>Check all final exit signage is in place.</i> • <i>Check evacuation stations are in place.</i> • <i>Check that there are evacuation chairs in place.</i> • <i>Check that there is a current Fire Management policy in place.</i> 	Site Manger / SenCo

Policy details

POLICY STATUS

New/Existing – amended to reflect

THIS POLICY WILL AFFECT

Add/delete groups:

- Pupils
- Staff
- Governors
- Parents

EIA completed by:

EIA Reviewer and title

Contributors to EIA:	Any additional contributors - none
Date completed:	July 24

Impact analysis

- o Indicate what type of impact this policy will have for each group, and explain why
- o If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- o Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		X		•

Race		X		
Religion or belief		X		
Sexual orientation		X		
Gender reassignment		X		
Pregnancy or maternity		X		
Age		X		
Disability		X		
Marriage or civil partnership		X		
You could also add non-protected characteristics		n.a.		

that have a specific impact in your school, e.g.:

- English as an additional language
- Looked-after children
- Families with separated parents

INTERSECTIONAL IMPACT

Will this policy impact any groups more because of multiple/combined characteristics?

What will the impact be, and why?

The policy ensures that appropriate informed consent is given to the use of and storage of biometric data and that reasonable measures are in place for its secure storage and disposal.

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

Record your decision on what you will do with the policy/process after the results of the EIA. Either:

Remove the policy (if it's not statutory)

Adapt the policy to address the equality issues you've identified

Keep the policy without change

Include details about the evidence used to come to this decision, and why you're doing it.

FINAL DECISION ON POLICY

- Details of how the EIA outcome will be monitored
- Evidence collected / data reviewed
- Policy review schedule

Any further consultation or stakeholder engagement

Monitoring arrangements

MONITORING ARRANGEMENTS
