Norwood Green Junior School

Accessibility Plan

Ratified: May 2026

To be reviewed: May 2029

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.

Vision

At Norwood Green Junior School, we empower pupils to achieve success and strive towards high standards. We teach children to be happy, healthy, and confident, nurturing them to know their rights and be kind, responsible citizens.

NGJS Aims

1.Achieve Success and High Standards: Empower pupils to strive towards high academic and personal standards. Develop them into 'Successful Learners. '

2.Promote Happiness and Health: Teach children the skills to be happy and maintain a healthy lifestyle. Encourage them to become 'Healthy Advocates'.

3.Build Confidence: Foster self-confidence in pupils to ensure they feel capable and assured in their abilities. Shape them into 'Confident Communicators'.

4.Nurture Rights Awareness: Educate children about their rights and responsibilities. Help them become 'Worldly Wise'.

5.Encourage Kindness and Responsibility: Develop pupils to be kind and responsible

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Evaluation
Increase access to the curriculum for pupils with a disability	Staff awareness raised through CPD of the growing number of children with sensory needs.	Develop sensory-friendly learning spaces and resources for pupils with sensory processing needs	• Create a designated quiet/sensory space for pupils who need sensory breaks • Provide sensory toolkits in classrooms (fidget tools, ear defenders, wobble cushions) • Train staff on recognising and supporting sensory needs	SENDCo	2028-2029	
Improve and maintain access to the physical	Personalised learning plans in place for all children with	Ensure Personal Emergency Evacuation Plans	• Create and regularly review PEEPs for pupils	SENDCo	2028-2029	

environment	specific physical needs.	(PEEPs) are in place for all pupils who need them	with mobility or sensory needs • Train all staff on PEEP procedures • Conduct evacuation drills that test PEEP effectiveness			
Improve the delivery of information to pupils with a disability or other languages	The development of Oracy through Voice 21 has enabled better participation from all children. School Council procedures are embedded in the school.	Ensure pupils with disabilities can fully participate in pupil voice activities and school council	• Provide communication aids and support for pupils with speech and language needs • Use visual voting systems and accessible meeting formats • Actively seek views of pupils with SEND through accessible surveys and discussions	Head of Centre SENDCo	2028-2029	