Norwood Green Junior School

Disability Equality Access Policy & Plan

Ratified by Governors: Feb 2026

Review Date: Feb 2029

School Ethos, Vision and Values

This school is committed to ensuring equal treatment of all its employees, pupils and others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils and siblings who are carers of the disabled.

Our Aims

Norwood Green Junior School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

Actions to **ensure equality for pupils with disabilities**

- We shall undertake an audit annually
- As a result of the audit, we shall:
- write an action plan which includes priorities
- monitor the success of the plan
- the Accessibility Plan will be reviewed annually

What do we understand by "disability"

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1). This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act: -

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment, the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA 2005 S.49A)

How we will meet the General Duty & Specific Duty

The production of this disability equality policy provides us with a framework for integrating disability into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality policy for our school.

We will increase access to our full curriculum, the physical environment and the provision of information.

Lunchtime activities, after school clubs, school plays and community visits are open to all.

Involvement of Disabled People in Developing the Scheme

Norwood Green Junior School recognises the range of barriers and discrimination faced by pupils and families with a disability and sometimes they will have to do that bit extra to tackle these. We will also need to keep including pupils and their carers, by asking them what they want on an ongoing basis.

The duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however, reasonable adjustments are made on an individual basis according to need, by collaborating with disabled persons and /or their parents. The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- In the classroom
- In the school curriculum
- At all times and in all parts of the building

And when

- Disabled persons feel part of the life of the school
- Disabled persons are included by their peers and all parts of school life
- Parents and carers of disabled pupils feel their child is part of the life of the school
- Staff feel confident in working with disabled pupils.

Access for Disabled People

- The school has disabled access via the carpark and main entrance.
- There are 2 disabled designated bays in the carpark.
- There is access to a disabled toilet for any adult or pupil that has a mobility-related physical disability.
- A risk assessment is carried out and careful consideration is given to making reasonable adjustments for pupils and adults with a physical disability.

The Governing Body

We welcome Governors with a disability onto our Governing Body. Prospective Governors are able to attend meetings to observe proceedings if they wish. Agendas and documents can be adapted into different formats to help accessibility e.g. large print.

Review / Monitoring:

The Policy will be and revised at least every three years with the Access Plan updated annually.

Disabilities Access Plan Feb 2026- 2029

Area	Action	Success Criteria	timescale	Review
Curriculum	Ensure the curriculum is made accessible to all pupils, including those with special educational needs or disabilities (SEND) Relationships and Sex Education Statutory Guidance, by implementing differentiated teaching approaches and providing appropriate reasonable adjustments that enable all pupils to access the full breadth of the curriculum.	All curriculum planning documents demonstrate how content will be adapted for pupils with different types of disabilities Pupils with SEND have access to a suitable curriculum that builds on their knowledge and is adapted to their needs Reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs are well targeted and effective in reducing barriers; adaptations focus on pupils' long-term success rather than short-term fixes Evidence from learning walks and work scrutiny shows disabled pupils are making good progress across all subjects Pupil and parent voice indicates that disabled pupils feel included and can access learning effectively	Aut 25- Summer 29	
Staff Training	Provide comprehensive training for all staff on understanding and supporting pupils with sensory needs and autism, including practical strategies for creating an	Staff demonstrate increased confidence in identifying and responding to sensory triggers and autistic pupils' needs, evidenced through staff surveys and	Aut 25 – Summer 2026	

	inclusive learning environment and recognising when pupils may need additional support.	observations Classroom environments show evidence of sensory-friendly adaptations (e.g., quiet spaces, visual timetables, reduced sensory overload)		
Teaching assistant training	Provide targeted professional development for teaching assistants to enhance their skills in supporting pupils with SEND, ensuring they can deliver high-quality interventions.	All teaching assistants complete training on effective deployment and evidence-based interventions Teaching assistants have access to subject-specific training to support curriculum access Teaching assistants understand how to develop pupils' independence rather than creating dependency	Aut 25 – Summer 2029	
Specialist training for key staff	Ensure key staff receive specialist training relevant to the specific needs of pupils in the school (e.g., epilepsy awareness, diabetes management, manual handling, positive behaviour support).	All staff working with pupils with specific medical needs complete relevant medical training (e.g., epilepsy, diabetes, anaphylaxis) Training provided by qualified health professionals or approved trainers	Aut 25 – Summer 2029	
Other	School website to include disability tool		Aut 25 – Summer 2029	