



Flourish FEDERATION

Believe, Achieve, Belong



Accessibility Plan North Elmham



The Flourish Federation Vision

To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

Built on the strong foundations of Matthew 7:24

Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.

Our Federation’s vision, ethos and Christian values underpin and thread through every aspect of our work across our Federation. Our work helps us on our collective journey to achieve our vision for all in our Federation community.

This policy was ratified by Flourish Federation Governing Body on:	22 nd November 2022
This policy will be reviewed by Flourish Federation Governing Body on: (unless earlier review is required to adhere to statutory requirements/changes in procedure)	November 2025
Policy Version:	V1
Signed by the Chair of Governors:	
Signed by the Executive Headteacher:	

Our Values



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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.

Flourish Federation’s Equality Objectives

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in vulnerable groups and to review the curriculum considering new performance measures
- Implement effective strategies to support pupils in all vulnerable groups
- Improve the quality of support for pupils in all vulnerable groups in the classroom
- Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.

Norfolk’s Accessibility Strategy

Flourish Federation supports the implementation of [Norfolk’s Accessibility Strategy](#) which was co-produced with children and young people in Norfolk with special educational needs and or disability.

We are committed to ensuring all children and young people attending education settings in Norfolk have every possible opportunity to thrive.

To achieve this, it’s essential that educational settings provide inclusive, welcoming, and adaptable learning environments that meet the needs of the children and young people in their community.

This accessibility strategy sets out what education settings need to do to meet the needs of disabled children and young people.

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.

Our school works in partnership to develop and implement our Accessibility Plan.

<p>Visit our Flourish Federation dedicated page for children with SEND and their parents/carers.</p>		<p>SEND – Flourish Federation</p>
<p>Visit the Norfolk Local Offer website to find information on support for children, young people and adults with special educational needs and/or disability in Norfolk.</p>		<p>SEND Local Offer - Norfolk County Council Health and social care - Norfolk County Council</p>
<p>We also follow guidance for supporting pupils with medical conditions and education for children with health needs who cannot attend school.</p>		<p>Accessibility Strategy - Additional information, advice and guidance - Norfolk County Council</p>

We have developed this accessibility plan following the co-produced Norfolk Accessibility Strategy and working with governors, Special Education Needs Coordinator and Headteacher. We have also listened to the views of Flourish Federation staff. Children with SEND regularly share their views and we regularly meet with parents/carers to hear parental views.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and will be overseen and monitored by the Flourish Federation Governing Body.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum and extra-curricular for pupils with a disability	All children with SEND are supported to achieve by teachers and support staff and have effective transitions between year groups, schools and for new teachers and supply.	All teachers are teachers of SEND Review of induction. Continuation and embedding of best practice and training. Ongoing review with sensory support Effective use of Pupil Asset and one-page profiles Resourced implementation of SEND Provision map	HT/SENCo	Ongoing – mid-term review – Autumn 2023
		Key info to be added on class alerts to ensure that supportive handovers are carried out.	SENCo/HT	Spring 2023
		We deliver provision in line with Provision Expected at SEN Support (PEaSS) guidance - Norfolk County Council	SENCo/HT	Summer 2023
	We plan for early identification of children's areas of need.	Ongoing in-house training and induction for new staff Quality first teaching Build on EYFS SEND & SENCo roles	SENCo/HT	Spring 2023
	Physical Education is inclusive	Access to PE lessons to be reviewed and adequately resourced Ongoing plan/review/do with Occupational Therapist/EHCP requirements and in-house reviews	SENCo/PE Lead	Spring 2023 – ongoing
	RSHE & PSHE is inclusive and embedded for all pupils.	Review delivery of RSHE curriculum & PSHE for all children with SEND	SENCo/Subject Lead/HT	Spring 2023 – ongoing
	Technology is a supportive tool	Promote in-house and external (ATT) access to technology Ensure adequately resourced	SENCo/HT	Spring 2023 – ongoing
	School trips are inclusive	Trips are planned to be inclusive, considering destination, transport and additional needs.	SENCo/HT/ Educational Visits Coordinator	Summer 2023

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment	Ensure inclusive access to outdoor curriculum areas.	Review access routes considering occupational therapist and in-house reviews are considered.	HT/SENCo	Summer 2023
	Ensure safe and expedited evacuation	PEEP (Personal Emergency Evacuation Plan) to be actioned with review cycle scheduled. Sharing of key information added to class alerts. PEEP training to be carried out.	SENCo/HT	Spring 2023
Improve the delivery of information to pupils with a disability	Children with medical needs are respectfully and fully supported.	Regularly review and ensure implementation of Supporting Pupils with Medical Conditions Policy. Key identified training planned and implemented proactively – informed by medical needs assessments.	SENCo/HT	Spring 2023
Inclusivity supported through policy implementation	Ensure that school policies are inclusive.	All policies to be reviewed to pro-actively support inclusion for all children with additional needs. Individual plans carried out as required.	HT/SENCo	Autumn 2023
Improve access to wraparound care and holiday care	Clubs, holiday care, wraparound care (breakfast and after school clubs) support inclusion.	Inclusion and equality is considered at all points of the planning and review processes for current and future activities at Flourish Federation.	HT/SENCo	Summer 2023 - ongoing

4. Monitoring arrangements

This document will be fully reviewed every three years, there will also be an annual review of actions, it may also be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo, SEND Governor, Chair of Governors and Headteacher.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Educational visits policy