NORBURY HIGH SCHOOL *for* GIRLS

Accessibility Policy

Review date: Sep 2026

Next review date: July 2027

Staff resp. for review: TJN/ASO



Norbury High School Accessibility Policy

Introduction

This plan has been drawn up in the context of the **SEND Code of Practice 2015.**

- A student has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age has a learning difficulty or disability if he or she has:

    1. A significantly greater difficulty in learning than the majority of other students of the same age;

    2. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or in post-16 institutions.

It also reflects the implications of the Equality Act 2010.

> A disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

This definition includes:

1. Sensory impairments such as those affecting sight and hearing.

2. Long-term health issues such as asthma, epilepsy and cancer.

The governing body has three key duties towards students with SEND:

1. Not to treat students with SEND less favourably for a reason related to their disability.

2. To make reasonable adjustments for students with SEND, so that they are not at a substantial disadvantage.

3. To plan to increase access to education for students with SEND.

This plan sets out the proposals of the governing body of Norbury High School to increase access to education for students with a disability in the three required areas of Curriculum, Education and Associated Services and Delivery of Information.

1. Starting points

1a: The purpose and direction of the school's plan: vision and values

We aim:

- Not to discriminate against students with SEND in our admissions and exclusions, and provision of education and associated services.
- To provide equity of access to all areas of school life and ensure students from disadvantaged/vulnerable groups or SEND are treated equally to their peers.
- To take reasonable steps to avoid putting students with SEND at a substantial disadvantage.
- To publish an accessibility plan.

Our ethos

Norbury High School is a unique community where all students and staff are valued as individuals. We draw strength from our diversity and take pride in our cultural richness and utilise both in preparing students to embrace their places in the local and global communities.

At Norbury High School, we aim to enable all students to live full and active lives. We promote the value of knowledge and push every student to fulfill their academic potential. We are committed to providing a curriculum which helps to develop self-confidence, healthy living and strong communication and leadership skills.

We are dedicated to preparing students for the future – to developing confident, motivated and resilient independent learners. Norbury High School students are encouraged to establish a strong sense of self-worth; they become articulate young adults who are both creative and enterprising.

At Norbury High School there is a commitment to ensuring:

- An awareness of the requirements of the Equality Act 2010 when revising all policies
- Ensuring all students get the best education they can, providing a broad and balanced curriculum tailored to meet individual needs
- Making a full School life open to all, including extracurricular activities, trips and events
- Recognising and valuing parents/carers' knowledge of their child's disability
- Recognising the parent's/carer's and child's right to confidentiality

1b. Student information

All students' progress is tracked using data regularly collected from staff and appropriate action is planned where any student's progress gives cause for concern. This applies equally to disadvantaged students and students with SEND.

Where a student has a disability that requires support beyond the Quality First adaptive teaching strategies as the universal offer for all students (Wave 1 provision), the SENCo will create an Individual Student Passport (ISP) which identifies the students' specific needs and strategies to support them.

Training and advice is offered to all staff, providing up-to-date information on a range of strategies to use when teaching students with SEND.

All teaching and support staff have access to regular CPD concerning the various categories of SEND within the School and strategies that staff can use to teach or support these students.

The School has experience of supporting students with visual and hearing impairment, physical disability, ADHD (Attention, Deficit, Hyperactivity Disorder), Autism, SpLD (specific learning difficulties), SEMH (social emotional and mental health) difficulties as well as supporting students with a range of medical conditions.

1c: Ongoing consultation

The policy is on the website and all stakeholders are invited to comment on the policy.

2. The main priorities in the school's policy

2a: Increasing the extent to which students with SEND can participate in the school curriculum

- The school undertakes assessment of its provision of the curriculum on a regular basis to ensure it is meeting all students' needs.
- Barriers to participation in all areas of school life must be identified and reasonable adjustments are made.
- Staff development needs must be identified and addressed to meet the needs of all students.
- The school will utilise the available support and advice available from other schools, LEA or other bodies.

2b: Improving the physical environment of the School to increase the extent to which students with SEND can take advantage of education and associated services:

- The school will audit existing facilities and develop ways of making the physical environment more accessible.
- Within our existing buildings, whilst there are many stairs and classrooms which have difficult access, all refurbishments and new buildings will be undertaken with the intention of improving access for students with physical issues and SEND.
- We will consider all our students' needs and try to cater for as many requirements as possible.
- We will seek advice and support students as appropriate.

2c: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:

- The Inclusion Faculty will continue to provide information to staff through Individual Student Passports (ISPs) about students who have special requirements and departments will then ensure these students receive appropriately adapted resources such as enhanced scripts, enlarged text, overlays and laptops.
- Staff will ensure that the needs of students are being addressed, resources are appropriate and suitable access is provided in the classroom.

Linked policies and plans

- The School Development Plan, which includes training and development and premises
- SEND policy
- Equal Opportunities policy
- Health and Safety policy

3: Making it happen

3a: Management, coordination and implementation

- Governing body responsible for the policy review
- SLT member
- SEND department
- All managers of areas

3b: Getting hold of the School's policy

- School website
- Application to the school

The premises manager, the business manager and the SENDCo meet when required, to discuss the priorities and to enable works to be carried out as quickly as possible, within the allowances of the school budget.