Great Massingham & Harpley CofE Primary Schools Federation
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Great Massingham & Harpley CE Schools Federation Accessibility Plan 2025-2027

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information

should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan Great Massingham & Harpley CE Schools Federation

Please note:

Actions for Great Massingham = Blue
Actions for Harpley = Red
Actions for BOTH Federation Schools = Purple

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure best access possible for disabled drivers	Publish how to access disabled parking for visitors, staff and parents on website / newsletters.	HM	Short	ASAP	Not possible to make parking changes but accessible parking can be made available. Disabled drivers would need to inform school if parking needed.

Ensure steps are marked clearly with colour contrast so that people with visual impairments can see them.	Paint outdoor steps to provide contrast to surrounding ground.	HM	Medium	Sept 25	
Ensure disabled staff/visitors are able to gain entrance to the site.	Install signage at gate entrances with office telephone numbers.	HM	Short	ASAP	
Support hearing impaired people through induction loops.	Seek advice should induction loops and support equipment be required.	HM	Long	If/when necessary	Advice will be sought should it be necessary (if/when hearing impaired pupils /staff in school)
Ensure all areas of school are accessible to wheelchair users.	Staff room is located outside and has small step Access to cabin room has steps. Investigate moveable ramp options if / when necessary.	HM	Long	If/when necessary	Staff room GM is located outside and has small step. Investigate moveable ramp if/when necessary. Currently no disabled staff. Access to cabin room has steps. Investigate moveable ramp options if / when necessary.
Ensure hearing impaired (H.I.) people are aware of fire alarm in all parts of the buildings.	Consult with alarm company to investigate possibility of visual alarm installation / changes to current alarm system. Install visual system if financially viable. Risk assessment to be completed if a HI pupil/staff member were to be present in school.	HM	Long	Consult by Sept 25	Budget constraints may mean it is not possible to add visual alarm systems. In the event of a H.I. pupil, parent or staff member joining the school an individual risk assessment would be carried out to ensure the evacuation process covers the H.I. person.

Ensure General Emergency Evacuation Procedure (GEEP) for events or meetings with a group of people that don't usually use the building are in place.	GEEPs to be formulated	HM	Medium	Sept 25	

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Improved playground lighting to support visually impaired people.	Discuss options with NPS surveyor. Install lighting if / when possible.	HM	Long	When financially viable	Budget constraints may mean this is not possible.
Improve information about accessible parking, routes through buildings/navigation and accessible toilets to support wheelchair users/ physically and visually impaired people.	Safeguarding card is currently given to all visitors. Accessibility information will be added to the back. If a visitor requires accessibility parking, this will be offered during initial contact.	HM	Medium	Sept 2025	
Ensure clothes storage (hooks/lockers) are suitable to meet all users' needs.	Install lower coat/clothes hooks when/if required.	HM	Long	If/when necessary	

Ensure accessibility plan is available to all on Federation website.	Publish Federation accessibility plan on website	HM	Short	ASAP	
Acquire appropriate baby changing resources and put plan in place.	Baby changing facilities in place in accessible toilet. Monitor facilities on a regular basis.	HM/JGH	Medium	Ongoing	

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure relevant staff trained in supporting communication with people with physical, learning and sensory impairment as required.	Identify staff training needs and source appropriate training.	HM/AS	Long	As necessary	Staff CPD is ongoing. Where pupils have identified specific needs, training is put in place where possible.

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All learners are supported to access our curriculum.	Norfolk Steps training completed in September 2024 and regular updates have been given, and will continue to be given. There are 3 Norfolk Steps Lead Professionals across the federation: Mrs Myhill, Mrs Steel and Mrs Fisher. SEND Support Plans are updated termly with both pupil and parent participation. Reasonable adjustments are clearly outlined and interventions put in place to support learners to access the curriculum. External agencies are consulted regularly to support with inclusion and training is regularly sought. Trips and extra-curricular activities are monitored regularly to ensure all children can access and child specific risk assessments/arrangements are made, to support, where necessary.	HM and AS	Long	Ongoing	
Accessibility arrangements are made within the classrooms to ensure learners have access to the curriculum	Accessibility arrangements are made where necessary e.g. considering where a pupil sits in the classroom and any additional aids such as wobble cushions are used to support pupils to access the mainstream classroom.	HM and AS	Long	Ongoing	

	Communication friendly classroom audits and sensory audits are completed regularly and actions from this are completed as necessary.				

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure information regarding accessibility available to all stakeholders.	Publish accessibility Plan on Federation Website.	HM	Short	ASAP	
Ensure information will be available to V.I. people when necessary.	Develop tactile plan or diagram of the building. Install large-print and Braille versions of information about the building/services/activities. Develop an audio version BSL/Makaton videos/information and / or of information about the building/services/activities. Acquire alternative-format reading books for the library.	HM	Long	If/when required	Currently no visually impaired pupils or staff in school. All resources to be acquired if/when necessary.