The Free School Norwich

Accessibility Plan

2026-2027

Last Review: Harvest 2026

Approved by:

This plan outlines how The Free School Norwich aims to increase access to education for children, staff, parents/carers and visitors with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

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1. The purpose of this plan

This plan sets out how we, as a setting, will increase access to education for disabled children and young people in three key areas:

- Increasing the extent to which disabled children and young people can participate in the curriculum.
- Improving the environment to increase the extent to which disabled children and young people can take advantage of education and associated services.
- Focusing on how we deliver information, which is often only provided in writing to improve accessibility for all, including families.

Our accessibility plan will be reviewed and reported on annually but will be dynamic and fluid in addressing our priorities within a continuous cycle of improvement.

2. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

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

Not all disabilities are visible and under this definition might include learning difficulties, including specific learning difficulties like dyslexia, social communication difficulties such as autistic spectrum disorder, complex speech and language difficulties and certain medical conditions.

Some of the children in our school are recorded as having special educational needs (SEN). Further information about our SEN provision can be found in our SEN Information Report.

Reasonable adjustments for disabled children and young people

We will take reasonable steps to ensure inclusion so that children with disabilities are not disadvantaged in comparison to children without disabilities. This means changing the way we work, providing additional resources and removing physical or other barriers.

Examples include:

- providing additional support
- providing adapted equipment
- implementing assistive technology
- making environmental adaptations

3. What does accessibility and inclusion mean for us?

We are committed to providing an environment that can be accessed, understood, and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our environment (such as, but not limited to, our culture, buildings, technology, information, communication) we commit to:

- promoting inclusion, participation, and equal opportunity
- making the necessary identical or equivalent adjustments
- ensuring provisions for privacy, security, and safety
- ensuring dignity and respect

4. What we have in place to make our setting accessible

Themes	What we are doing well
Relationships	We aim to develop good relationships with parents and families so that they feel comfortable coming to talk to us about any concerns they may have. Parents engage in school events such as parents' evenings or coffee mornings. Teachers and TAs take the time to get to know all the children in their class, building strong relationships so that the children feel safe and ready to learn.
Communication	We have a SEND Padlet which is updated with wider events from partner agencies. Teachers talk to parents at the end of the day to communicate any issues that may have arisen during the day. Tapestry is used throughout the school to share learning. The SENDCo communicates with parents directly through email, phone or in person. SEN Information Report re-written in a jargon free and more accessible way.
Training	We ensure that qualifications/training are maintained and up to date. Examples of qualifications/training in place are, THRIVE practitioners, SENDCo NPQ, first aid, specific medical support, safeguarding. We use CPD where possible to cover any gaps identified in our provision. Examples of recent training include Norfolk STEPS, Autism Awareness, Dyslexia Friendly Classrooms.
Physical Environment*	Flat level flooring within the school building. A lift between the ground, first and second floor Evacuation chair Accessible toilet on ground floor Push taps Handrails on stairs Ramp available for front step Visual displays around the school containing photographs, drawings and text Classrooms are set up in a way that the children can move freely, access the resources they need, see and hear the teacher. Teachers carefully consider seating alongside the individual needs of children.
Teaching and Learning Strategies*	Visual supports such as visual timetables, now/next boards, timers and learning aids. Dyslexia friendly fonts where possible. Access to resistance bands, fidgets and wobble cushions where necessary. Access Through Technology to support learning with ICT where relevant/possible. High number of additional adults deployed in a considered way to support need. In class and out of class interventions used to target gaps in knowledge/understanding. Support with emotional regulation and social development.
Transitions	The SENDCo and Year 6 teacher work together to support the transition of children from year 6 to high school. They meet with the SENDCo from the new school and share support that has been in place, assessments which have been carried out and any ongoing concerns.

Themes	What we are doing well
	The SENDCo and EYFS teacher work together to support the transition of children form nursery to our school. Children who are highlighted as having additional needs are visited in their current setting and discussions take place between that setting, parents and school to ensure that everyone is aware of any needs/concerns. Additional transition visits are arranged where needed. When children are new to our school they are supported as they settle in. We can provide additional visits, settling in days and a peer buddy. If any SEND needs are identified, we communicate with parents and the previous setting to ensure we are able to provide the support required. When the children move up to their next year group they are given the opportunity to visit the classroom and meet their new teacher. Transitions within the school day are supported through the use of visual timetables and set routines. Children who require additional support have this detailed on their learning plans.
Trips/Visits	Comprehensive risk assessments are conducted for trips and visits. Additional adults are taken when required.
External Agencies	We work with the Local Authority to assess and support the needs of children in our school. We discuss needs with the Team Around the School and put in place advice given were possible. We work with the NHS Speech and Language team to assess and support children where necessary. We engage with social workers, medical professionals, specialist teachers and any others as necessary to support the children in our school.

*These lists are not exhaustive.

5. Action plan

Themes	Aim	How	Who	Review
Relationships	Develop relationships further so that parents feel comfortable talking to the SENDCo about needs or concerns.	- Direct contact details available - Appointments easy to make	SENDCo	Summer 2027
	Ensure parents are kept fully up to date with any external provision/referrals/assessments.	Inform both parents in a timely manner and seek permission from both parents where necessary.	SENDCo	Summer 2027
	Ensure website is accessible to all.	Aduit website and make adjustments where possible.	ICT Lead	
Training	Developing TA knowledge and confidence in delivering the strategies referred to in the learning plans.	Regular TA meetings to share skills. Discuss strategies in learning plans and how to implement them.	SENDCo and TAs	Summer 2027
Environment	Consistent use of visuals in the classroom.	Ensure that visuals are used consistently throughout the school.	SENDCo and teachers	Summer 2027
Curriculum	Consistent implementation of SEN support strategies as referred to in the learning plans.	Reviewing learning plans together to ensure everyone agrees on what should be in place. Learning walks/observations to check that strategies are in place.	SENDCo, teachers and TAs	Summer 2027
	Teachers will continually monitor how children with SEND are accessing the curriculum. Adapting strategies and recording adaptations in the learning plans.	Teachers will review learning plans with the SENDCo 2-3 times a year. Learning plans will be used to record the APDR cycle. Advice/assessments from external advisors will be considered when developing and reviewing learning plans		
Transitions	Continue to consider individual needs regarding transitions and explore ways to meet these successfully.	Discussion with teachers, parents and previous settings to ensure all are informed and know how to support the child.	All	Summer 2027