

NORMAN STREET PRIMARY SCHOOL

"Kind. Brave. Fair. That's the Normie Way."

Accessibility Plan 2025–2028

(Annual Review – September 2026)

Approved by Governors:

Chair of Governors: Rev. Keith Teasdale

Headteacher: Eleanor Dobson

Date of plan: September 2025

Annual review date: September 2026

Date for next full review: September 2028

This plan is reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan is drawn up every three years.

Version	Version Description	Date of Revision
1	Original	March 2012
2	Front cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reviewed	June 2022
4	Reviewed & updated	March 2023
5	Reviewed & updated	September 2025
6	Annual review: noted the EHRC's open consultation (closing 30 September 2026) on updates to its schools guidance, including new content on restraint, seclusion and isolation.	September 2026

1. Introduction

The Equality Act 2010 replaced all previous equality legislation, such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act (SDA).

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends protection from discrimination in certain areas.

The law on disability discrimination differs from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different, in that a school may, and often must, treat a disabled person more favourably than a non-disabled person.

As in previous legislation, a school must not discriminate against a pupil because of something that is a consequence of their disability. It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to direct discrimination, indirect discrimination, discrimination arising from a disability, or harassment.

Direct discrimination can never be justified, but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

The Equality and Human Rights Commission (EHRC) maintains statutory technical guidance for schools on these duties. This guidance was last substantively updated in 2023 and 2024 in relation to the protected characteristics of sex and gender reassignment. In June 2026, the EHRC opened a further 16-week consultation (closing 30 September 2026) on proposed updates, including new material on the interaction between the Equality Act 2010 and the Children and Families Act 2014, and a new section on restraint, seclusion and isolation. This plan will be reviewed again once that guidance is finalised.

2. Definition of Disability

Equality Act 2010: a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purpose of the Act:

- 'substantial' means more than minor or trivial;
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled. Some conditions

are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addiction to non-prescribed substances.

This definition is not just about physical difficulties but also covers a wide range of sensory difficulties, learning difficulties, and impairment resulting from, or consisting of, a mental illness. It also includes 'hidden impairments' such as dyslexia, speech and language impairments, autism and Attention Deficit Hyperactivity Disorder (ADHD).

Impairment does not itself mean that a pupil is disabled; rather, it is the effect on the pupil's ability to carry out normal day-to-day activities – for example mobility, manual dexterity, physical co-ordination, continence, ability to lift or carry everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, and perception of risk of physical danger – that has to be considered.

3. Reasonable Adjustments

We have a duty to make reasonable adjustments for disabled pupils. When something we do places a disabled pupil at a substantial disadvantage compared to other pupils, we must take reasonable steps to avoid that disadvantage. We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces compared to their non-disabled peers.

A failure to make a reasonable adjustment cannot be justified: the test is whether the adjustment is reasonable. We will not be expected to make adjustments that are not reasonable. It is for us to decide the reasonableness of adjustments based on the individual circumstances of each case, taking into account financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement accessibility planning duties, and the existing special educational needs provisions, under which Local Authorities have to provide auxiliary aids and services where an Education, Health and Care (EHC) Plan details that provision. When a disabled pupil does not have an EHC Plan (or the plan does not provide the necessary aid), the duty to consider reasonable adjustments and provide auxiliary aids falls to the school.

We are not under a duty to make alterations to the physical environment, though we plan to do so as part of our Accessibility planning.

4. Aims of the Accessibility Plan

Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and improve the availability of accessible information to disabled pupils.

At Norman Street Primary School we have a commitment to equal opportunities for all members of the school community – an expression of our Normie Way values of being Kind, Brave and Fair – and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, and increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carers, employee or visitor) to access facilities and services, and improve the availability of accessible information to any disabled person.

This Accessibility Plan therefore addresses the needs of disabled people through specific targets. It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Equality Objectives, and the operation of the school's Special Educational Needs (SEN) Policy.

The Action Plan for physical accessibility relates in part to the Asset Management (access section) of the school, undertaken regularly by Cumberland Council. It may not be feasible to undertake some of the works during the life of this Accessibility Plan, and some items will therefore roll forward into subsequent plans. The Plan will be revisited prior to the end of each three-year period to inform the development of the next plan.

Norman Street Primary strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. Key Objectives

The key objectives of our Accessibility Plan are as follows:

- to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability;
- we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs; we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion;
- we are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and we endorse the key principles in the EYFS curriculum and National Curriculum Framework which underpin the development of a more inclusive curriculum: setting suitable learning challenges; responding to a pupil's diverse learning needs; and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. Contextual Information

Norman Street Primary School is set in the heart of Carlisle, within the Cumberland Council area. It has an intake of 50 pupils per age group.

2026 IDSR:

	2024	2025	2026
School number on roll	Close to average 344	Above average 354	Close to average 322
School % FSM6	Close to average 21.22	Close to average 20.34	Close to average 22.05
Local area % FSM6	Below average 17.29	Below average 16.02	Below average 16.48
School % SEN support	Close to average 13.66	Well above average 23.45	Above average 20.19
Local area % SEN support	Well below average 9.27	Below average 10.61	Below average 10.58
School % EHC plan	Close to average 3.20	Close to average 4.24	Above average 7.14
Local area % EHC plan	Close to average 4.03	Above average 4.55	Above average 5.62
School % EAL	Below average 10.80	Below average 10.20	Below average 10.20
Local area % EAL	Close to average 23.40	Close to average 24.00	Close to average 26.80
School % CIN*	Close to average 3.95	Close to average 3.20	Close to average 3.11
Local area % CIN*	Close to average 2.55	Close to average 2.62	Close to average 2.60
School % stability	Close to average 85.81	Close to average 83.28	Close to average 85.22
School pupil base deprivation	Close to average	Close to average	Close to average
Local area pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Close to average	Close to average	Close to average

* CIN data is on a different time series to the rest of the data. As such, the CIN data relates to 2022, 2023 and 2024.

- We have a clear and active role in our community and work closely with Cumberland Council and local Police Community Support Officers (PCSOs).
- Mobility of pupils remains low statistically and stable; pupils who transfer to another school usually do so because of house moves or parental job relocation. We have recently had an influx of new children joining us from overseas.
- We maintain a strong partnership with local schools in our cluster, especially for Headteacher, Deputy Headteacher, SENCo and teacher collaboration, including joint sharing of expertise, moderation and CPD.

7. Development

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Norman Street Primary School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;

- is committed to identifying and then removing barriers to disabled pupils in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life – respect is given to everyone, in keeping with our Normie Way values of being Kind, Brave and Fair;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources, so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- the school identifies the number of pupils regarded as disabled under the terms of the Equality Act – these can be grouped as, for example: hearing impaired, physical mobility difficulties (non-wheelchair users), visual impairment, Asperger's/autism, ADHD, epilepsy, Type 1 diabetes;
- our annual development plan takes into account the needs of our diverse pupil population, as well as the needs of the wider community;
- pupils with a disability currently in feeder nursery/primary schools who may wish to join us are identified through dialogue with Cumberland Council services tasked with supporting pupils with disabilities in the area.

In order to ensure that our data is up to date and accurate, we will:

- liaise with Cumberland Council so as to identify, and therefore plan a response to, pupils with a disability well before they arrive;
- implement a system that allows parents to inform us if they themselves have a disability, e.g. at induction/home visits;
- identify early in their school career any obstacles to the effective learning of disabled pupils;
- use all available data to inform the planning of individual pupil learning patterns;
- use all information supplied via Cumberland Council's Asset Management/Accessibility Audits to help develop an action plan to reduce obstacles for the school community;
- audit regularly the school's strengths and weaknesses in working with disabled pupils, taking into account the views of parents and pupils, and provide action plans to improve access to the physical environment, curriculum and information;
- ensure staff and governor awareness of Equal Opportunities is high;
- audit exclusions, attendance, outcomes and participation in school events for disabled pupils.

7.3 Views of those consulted during the development of the Plan

Norman Street Primary School will:

- ensure the development of the plan involves co-ordination with Cumberland Council in line with its Accessibility Strategy and Admission Policy, and ensure that Norman Street Primary School provides the best choices for pupils wanting to enrol here;
- consult the full Governing Body/SEND Link Governor (Glyn Oliphant)/relevant sub-committee;
- consult staff, including specifically the SENCo, Lynne Gibson;
- set up a structure to allow the views of pupils, both able and disabled, to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled pupils and any developments they feel would be of use, offering alternative ways of responding to the survey;
- involve outside agencies that already exist to assist disabled pupils in their education and future careers;
- ensure the views of all those consulted are taken into consideration, and the plan modified where reasonable to meet the needs of stakeholders, e.g. ensuring full access to school life and managing changes for pupils/families with autism.

8. Scope of the Plan

8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

The school plans to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities, or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of services such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from local NHS Trusts.

Access to the curriculum has been improved through devising and implementing appropriate staff training and development for Teachers, Teaching Assistants and the SENCo. This is monitored and evaluated by teachers, school managers and governors through evaluation sheets/skills review surveys.

We plan to improve progressively access to the curriculum for all disabled pupils, although many adjustments will be dependent on individual needs and may be provided through the SEN framework. Governors, through the Teaching, Learning and Wellbeing Committee, will identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include consideration of whole-school ways of increasing participation in after-school clubs and out-of-school visits; how threats to participation have been analysed using risk assessment; how classroom support arrangements (e.g. deployment of Teaching Assistants, provision of ICT) contribute to learning opportunities; how strategies such as flexible timetabling, nurture groups, counselling provision and access to therapy have enhanced attendance and participation; how staff training needs have been identified and supported; and ensuring pupils have a voice in decisions that affect them.

8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school currently has pupils or visitors with disabilities, as preparation for a situation when it does.

The school works with Cumberland Council to evaluate the building and identify future priorities consistent with the aims of the Accessibility Plan. This is then passed to the Finance, Staffing and Estates Committee to implement the actions. Funding is sourced through Devolved Formula Capital (DFC) and the Local Capital Voluntary Aided Programme (LCVAP), with commitment from the Governing Body.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs, and portable aids for children with motor co-ordination and poor hand/eye skills.

In our school, the provision of a special piece of equipment or extra assistance will generally be made through the SEN framework and, to a lesser extent, through the planning duty which applies to all schools. The Governing Body will consider and record reflection upon all areas of the physical environment, including changes to improve access to doors, stairs, toilets and changing facilities; the impact of signs, colour schemes, contrast, lighting and heating; disabled parking; maintenance of lights, fire alarms and equipment appropriate for those with hearing impairments; increased access to and maintenance of auxiliary aids and ICT apparatus; improvements to the acoustic environment (e.g. soundfields/hearing loop systems); storage for wheelchairs and mobility devices; and application for and progress on capital funding for major access works, funded via the Schools Access Initiative through Cumberland Council, and details on school funds delegated to support targets such as suitable floor coverings, furniture and playground layout.

8.3 Improving the delivery to disabled pupils of information that is provided in writing

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities – for example handouts, timetables, textbooks and information about the school and school events. Information should be made available in various preferred formats within a reasonable timeframe. The school will make itself aware of local services, including those provided through Cumberland Council, for providing information in alternative formats when required or requested.

The Headteacher will prepare an information plan consistent with the aims and objectives of the Accessibility Plan, and will monitor the plan and report on it to governors.

This duty covers making information normally provided by the school in writing – such as handouts, timetables, textbooks and information about school events – available to disabled pupils. This includes alternative formats such as Braille, audio and large print, and the provision of information orally through lip-speaking or sign language, a recognised symbol system, or ICT, made available within a reasonable timeframe and taking account of pupils' and parents' preferred format.

Governors may wish to decide how this is achieved, for example by: informing readers that school-published material is available in a selection of formats (e.g. Braille, Makaton, audio) and how to access this; considering how to increase information accessibility for those who have English as an additional language or other communication impairments at school meetings; identifying how they have considered the readability and accessibility of information, including the school website; identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need; and ensuring the monitoring of effectiveness of adult support to enhance opportunities for pupils/parents who have difficulties accessing information.

8.4 Financial Planning and Control

The Headteacher, together with the Finance, Staffing and Estates Committee, will review the financial implications of the School Accessibility Plan as part of the normal budget review process. Over time, School Accessibility Plan actions will be integrated into the School Development Plan. Norman Street Primary School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. Implementation

9.1 Management, Co-ordination and Implementation, and Monitoring

Norman Street Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not disadvantaged, and that monitoring leads to action planning. Monitoring will be led by the Headteacher and Inclusion Leader in regular pupil progress meetings, with actions identified and implemented.

Governors will comment in their annual report to parents on the Accessibility Plan and identify any revisions as necessary. Evaluations may include: success in meeting identified targets; changes in physical accessibility of school buildings; questionnaire responses from stakeholders indicating increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities; improved levels of staff confidence in reducing obstacles to success for pupils with additional needs; recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school; recorded evidence that fewer pupils are being excluded from school opportunities as their needs are more effectively addressed; increased levels of achievement for pupils with disabilities; pupil responses (verbal, pictorial or written) indicating that they feel included; and Ofsted inspection findings on educational inclusion.

9.2 The role of Cumberland Council in increasing accessibility

Cumberland Council supports the school to achieve successful implementation of its Accessibility Plan by: providing contracts with limited services available; providing training and awareness opportunities on inclusion issues to staff, governors and parents (e.g. dyslexia and autism awareness, access and inclusion for the hearing impaired); promoting collaboration through sharing good practice; encouraging liaison between special and mainstream schools to share

expertise and pupil placement; ensuring schools are aware of support services that provide advice; providing specialist help to identify ways of increasing inclusion; linking building adaptations to refurbishment and capital building works; and informing schools how information can be provided in different formats.

9.3 Accessing the School's Plan

This is done through: presentation in a section on the school website, open to all visitors to the site; and mention in the Headteacher's newsletter of the availability of the plan. We will ensure that the plan is available in different formats and languages where requested.

The school will achieve successful implementation of the Accessibility Plan with continued support in the areas of: providing training and awareness opportunities to staff, governors and parents/carers on equality and inclusion; providing targeted training for particular groups of pupils/staff; promoting collaboration through information-sharing and good practice; encouraging liaison between other local schools, including special schools; seeking support/advice from outside the school; and ensuring that Norman Street Primary School is aware of all support services that provide advice to schools and staff.

10. Related Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policies
- Equality Objectives
- School Improvement Plan
- Staff CPD log
- Governor training/Development Plan
- Health & Safety Policies
- SEND Information Report and Inclusion Policy
- Educational Visits Policy
- Relationships Policy
- Asset Management Plan
- Complaints Procedure

Consultation and Approval

In drawing up this Accessibility Plan, the following were consulted: Headteacher/SLT/SENCo; full Governing Body/SEND Link Governor; staff (teaching and support); Cumberland Council Building Project Managers for extension.

Senior member of staff responsible for the Plan: Eleanor Dobson. Governors and committees responsible: Chair of Governors, Rev. Keith Teasdale.

Accessibility Plan 2025–2028: Improving Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
All out-of-school and extra-curricular activities	Review all out-of-school and extra-curricular	All out-of-school and extra-curricular activities	Reviewed annually	Report to FGB in HT report annually;

are planned to ensure the participation of the whole range of pupils	provision to ensure compliance with legislation	conducted in an inclusive environment, with a wider range of clubs available with providers that comply with current legislative requirements		increase in access to all school activities for all pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Class teachers review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum/learning
Visual representations supporting pupil knowledge	CPD to staff regarding vocabulary widening to include visual representation to support understanding, e.g. in displays, on slides, on worksheets	All pupils able to gain deeper and wider vocabulary knowledge supported by meaning and images to allow access to understanding	Ongoing	Increased vocabulary knowledge, leading to academic success
Staff use scaffolding and pre-teaching strategies to ensure access for all across the curriculum, with resources in place to match children's needs	TA deployment policy written in line with EEF recommendations; quality-first teaching utilising resources and giving more opportunities for active learning	All pupils develop independence and resilience through consistent TA deployment and resources that give the best opportunity for learning	Ongoing	Increased access to independent learning and raised confidence and resilience
EHCP pupils have reasonable adjustments allowing access to the curriculum	Individualised curriculum; effective Support/Teaching Assistant deployment; individual workstation when required; use of a safe/quiet area	Pupil learns knowledge matched to age-related curriculum and engages with learning	Ongoing	Smooth transition to new class and, moving forward, to secondary school

Accessibility Plan 2025–2028: Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through Cumberland Council for converting written information into alternative formats	The school is able to provide written information in different formats when required for individual purposes. Most information is sent to families via our school email notification system, supplemented by text messages; hard copies are available on request and most letters are published on the school website	Ongoing	Delivery of information to pupils and families improved
Survey parents/carers as to the quality of communication, to seek their opinions on how to improve it	Continue with at least an annual survey to parents regarding quality of communication, amongst other areas	School is more aware of the opinions of parents and acts on this	Annual	Parental opinion is surveyed, action taken appropriately, and reported to full governors