



Falcon Junior School

Accessibility Action Plan

2025 – 2028

Person responsible for plan: Sharon Wagstaff

You can find out more about us on our [website](#).

View our entry on the [Norfolk Community Directory](#).

Contents

1. The purpose of this plan	1
2. Definition of disability	2
3. Accessible Norfolk – principles and values.....	3
4. What does accessibility and inclusion mean for us?	4
5. What we have in place to make our setting accessible	5
6. Challenges to accessibility that we want to address.....	9

Norfolk County Council have worked with young people to develop the Flourish ambition into a framework of impacts and outcomes. This framework forms the basis of the [Flourishing in Norfolk strategy](#).

Flourish focuses on these areas of impact:

- Family and friends
- Learning
- Opportunity
- Understood
- Resilience
- Individual
- Safe and secure
- Healthy



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:

1. increasing the extent to which disabled children and young people can participate in the curriculum;
2. improving the environment to increase the extent to which disabled children and young people can take advantage of education and associated services;
3. 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.’ **Reasonable adjustments for disabled children and young people (CYP)**

We will take reasonable steps to ensure inclusion so that CYP with disabilities are not disadvantaged in comparison to CYP 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. Accessible Norfolk – principles and values

These principle and values are the fundamental aspects for successful accessibility.

- Inclusive
- Flexible
- Adaptable
- Collaborative
- Solution focused
- Compassionate
- Committed

4. 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

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

Themes	What we are doing well	How do we know?
Relationships	- Parent workshops - Parent Support Advisor working in school - School Council - Anti-bullying policy - Secure safeguarding procedures	- Parent participation in workshops and 1:1 sessions with Parent Support Advisor - Parents and families supported through EHAPs - Policies reviewed regularly by Governors
Communication	- Dojo communication with parents - Open door policy whenever possible - Comprehensive signposting on website and Facebook - Regular pupil surveys on behaviour, environment etc - Medical needs photo sheet circulated to all staff and temporary staff to outline needs of children	- Regular parent meeting with class teachers, SENDCo and other members of SLT - Evidence from Facebook and website - Pupil and parent survey results

Training	Continuous updating of staff CPD including STEPs, Trauma Informed Practice, ELSA, Behaviour training	Training is monitored by SLT and staff are able to give feedback on what they feel they need. This is included in TA meetings and performance management cycles. Staff are regularly released to attend training during term time.
----------	--	---

Themes	What we are doing well	How do we know?
Environment	Wide doorways and corridors Accessible outside doors Uncluttered corridor spaces Clear lighting in classrooms Specialist equipment available when needed eg writing slopes, wobble cushions etc. Ramps Accessible toilets in key areas of school Disabled parking Lift to upper floors Seating available in entrance areas Accessibility provision for evacuation in place Classroom designed to have good acoustics Two medical rooms, one with hoist and wheelchair Supervision of outside area according to need of CYP	Building refurbished in 2021 Maintenance program of outside areas through Norse and Site Supervisor MSA rota SENDCo ensuring equipment is purchased when necessary
Curriculum	Scaffolding and adaptive techniques used in all lessons Use of technology for alternative recording of tasks (speech to text) Sensory circuits Nurture room Hearing loop available when needed Size of font adjusted for visually impaired children Accessible books for dyslexia Visual communication via Widget Effective settings of targets for children with a disability Visual timetables	Monitoring of teaching Updating of computer equipment Use of Access Through Technology Sensory circuit training for staff and equipment purchased APDRs regularly updated and shared with parents Team Around the School meetings to discuss how external partners can support school issues

	Strong links with external partners	
Themes	What we are doing well	How do we know?
Transitions	Extensive transition timetable with both Infant and Secondary schools Programme of emotional support for year 6 Photo book for Year 2 Extra visits before starting school	Children settle quickly into Falcon despite this being a big transition any problems are addressed as soon as possible. Families are supported through the process of application to complex needs schools by EHCP co-ordinator and SENDCo. Secondary school staff visit Falcon Junior staff and children before transition days.

6. Challenges to accessibility that we want to address

- Outside space is continually maintained and developed
- School building is on a road and we have to maintain fences and gates.
- To work with the website developers to ensure website is accessible
- Developing sensory outside space (outside Canaries class)

Themes	What we need to improve	How will we do this?	What difference we want it to make? What does our community say?	Who is responsible for achieving it?	Who will be involved?	When it will be achieved
Relationships	Empowering children to give their views and facilitate regular opportunities for this to happen.	Feedback gathered from children who have APDRs Making relevant policies child friendly	Capturing pupil voice on how they are supported and what works for them.	Class teachers and SENDCo	Class teachers Teaching Assistants SENDCo	ongoing
Communication	Website accessibility	Work collaboratively with website designer	Parent of all abilities / disabilities will be able to access information	Head teacher	Head Website eSchools Ltd.	ongoing

Training	We complete the Inclusion and Provision SEF (IPSEF) and Identification of Needs Descriptors in Education settings (INDES) annually but then need to use this data to make decisions about training priorities Dyslexia training booked for Jan 26 and a dyslexia pathway in place through school.	Annual review of the INDES and IPSEF and then use this to plan the year's whole school training, alongside the SIDP	Everyone in school feels confident about supporting the pupils in the cohort.	SENDCo	SENDCo SLT Outside providers of INSET	ongoing
Environment	Where the physical environment needs adapting to make it more accessible, this needs to be included within premises planning.	Site observations before a new cohort starts in September to adapt to needs.		SENDCo Head Lead Teacher of SHIP Site Team	SENDCo Head Teacher Lead Teacher of SHIP Site Team	ongoing

Curriculum	To explore ways to differentiate and personalise the way we deliver the curriculum to ensure it is accessible for our CYP.	Plan around the needs of the cohort or individuals before teaching certain topics in the curriculum. Seek advice on alternative approaches.	The curriculum is inclusive of the needs of all children and is at the appropriate level of support and information.	SENDCo	SENDCo Class teachers External Services if needed	ongoing
Transitions	To maintain the good practice that is already in place and to react to any needs that are different for that cohort.	Meeting with feeder SENDCo in spring term to identify any needs that are exceptional to that cohort.	Transition are very successful at Falcon. Parents and feeder schools are confident in our procedures.	Year 3 Lead SENDCo SLT	Year 3 teachers and TAs Feeder schools EHCP coordinator SEND and inclusion (if necessary)	ongoing