Shropshire Hills Federation

Shropshire Hills Federation – Norbury and Stiperstones (CE) Primary Schools and Nursery Accessibility Plan 2025-2028

This accessibility plan shows how access to Norbury and Stiperstones (CE) Primary Schools and Nursery is currently, and how it will to be improved for pupils, staff and visitors with disabilities in a given timeframe. We aim to anticipate the need to make reasonable adjustments where ever practicable.

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 with a disability can take full advantage of their education and associated opportunities. It also aims to improve accessibility for all adults associated with the School.

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 and adults with a disability that they have:

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

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy.
- 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.
    - To treat all people equally regardless of ability
    - To take reasonable steps to avoid putting disabled pupils at a 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 all 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.

This is What we Already Do

- **Provide full independent access to all buildings on the Norbury site through the use of ramps and no or low threshold entrances.**
- **Provide additional resources and facilities to enable full access to the curriculum.**
- **Provide toilet facilities for adults with disabilities on the Norbury site. Children with disabilities currently need to use this provision.**
- **Provide additional adult support to for children with SEN/disabilities.**
- **Provide additional staff members at no additional cost to parents/carers, to ensure that children with additional needs are able to fully participate in residential, day visits and after-school clubs.**

Increasing Access for disabled pupils to the school curriculum

Norbury Site

During 2025/28

- We will investigate the possibility of providing one ambulant toilet in each building which is accessible to all girls and boys.

Stiperstones Site

During 2025/28

- We will evaluate the whole site to fully access the needs for improvement to access of all areas, to ensure full access to the curriculum.

Improving access to the physical environment of the school

Norbury & Stiperstones Site

- Assess the whole site to identify the accessibility for those with a disability and recommend a timescale to do this.
- We will evaluate the existing adult toilets across the school to improve access for those with disabilities.

Improving the delivery of written information to disabled pupils

- Ensure that children with dyslexic traits are provided with modified texts or reading aids where deemed beneficial by the SENDCo or outside agencies.
- Sufficient access to IT should always be available at all times for those with additional needs.

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. Any areas identified for improvement needs will be prioritised for action where possible within budget constraints.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Improve access to toilet facilities across the school on both sites for children and adults with additional needs.	Present requirement to Governors' Buildings committee during academic year 25/26	Claire Morris/Nikki Rodick	Medium term		

Access to the Physical Environment					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure that a full assessment is made of the Stiperstones site to identify all accessibility concerns, and put an action plan in place.	Full assessment required. Draw up action plan and involve PSG to identify resources to complete.	Claire Morris	Medium		

Access to the Curriculum					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure dedicated ICT provision is provided for children to ensure full access to the curriculum and ensure ability to reach potential.	All access arrangements are in place. However, SLT must review annually or whenever new teaching staff are employed.				
Provide modifications to texts and provide reading aids to aid those with dyslexic traits.	Will be assessed when the need is identified	SENDCo			

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Guidance and access to information is already good.	Head and SBM to ensure that needs of new pupils' families are evaluated upon entry to the school.	Claire Morris/ Nikki Rodick	Continual.		