**Guidance:**

NB: Please delete this page after completion.

Guidance (shown in blue) included in this template should be removed prior to publication.

Red writing gives additional advice/signposting and should be removed prior to publication.

For assistance completing this template or for information / guidance relating to accessibility, please contact Norfolk County Council Equality and Diversity team at equalities@norfolk.gov.uk.

Please note that there may be a charge for this service.

# **Setting name**

# **Accessibility Action Plan**

# **20xx – 20xx**

[note typically a plan should be reviewed annually]

Include the person responsible for the plan (usually the Headteacher/Leader/Manager)

Include weblink to your website: You can find out more about us on our website.

Link to your setting on the Norfolk Community Directory: View our entry on the Norfolk Community Directory.

*NB: check your listing on the NCD – have you completed your enhanced information form?*

Include your setting’s logo and any branding on this page

Include a short summary here to say what the plan is about so readers can easily understand it:

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NB: If pages shift due to additional information being added – remember to update your contents page.

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**](https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/children-and-young-people-partnerships/children-and-young-people-strategic-alliance/flourishing-in-norfolk-strategy).

Flourish focuses on these areas of impact:

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

If you have signed up to [the Flourish Pledge](https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/children-and-young-people-partnerships/children-and-young-people-strategic-alliance/the-flourish-pledge), you can write a few sentences about your commitment here.

## The purpose of this plan

Before completing this plan, please audit your settings current accessibility successes and challenges, this will enable you to make informed decisions when action planning and prioritising next steps. Use the Norfolk Accessibility Self Evaluation Framework to support the process

Below is some standard text which you may use. You may wish to consider writing an introduction from the Headteacher/leader/manager.

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.

## 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

## Accessible Norfolk – principles and values

These principles and values have been identified by Norfolk partners as the fundamental aspects for successful accessibility.

You may wish to include a sentence about how each of these are relevant to your approach to accessibility.

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

## What does accessibility and inclusion mean for us?

You may wish to add some photos or diagrams to this page to bring it to life and personalise it.

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

## What we have in place to make our setting accessible

This section should be used to provide context to families, demonstrating the breadth of ways in which your environment is already accessible. Keep sentences short, concise and jargon free.

It would be beneficial to involve CYP, parents/carers and other members of the education setting community in writing this and include some photos and/or quotes.

This section is an opportunity to celebrate the great work that you are already doing.

| **Themes** | **What we are doing well** | **How do we know?**  |
| --- | --- | --- |
| Relationships |  |  |
| Communication |  |  |
| Training |  |  |
| Environment |  |  |
| Curriculum |  |  |
| Transitions |  |  |
| Add any additional themes in sections here |  |  |

## Challenges to accessibility that we want to address

Keep sentences short, concise and jargon free.

Highlight any specific challenges you face due to the buildings/sites that you occupy, or any other issues that impact on your community.

Develop this section with your CYP and parent/carers. Try to remember the principles here and whilst being honest, try not to be overly negative. You want parent/carers to see your commitment to accessibility whilst identifying the challenges you face.

It is not appropriate to negatively identify people or organisations in this section.

The actions on the next page will be a summary of the things you decide to do as a setting to help address any identified challenges to accessibility

## Action plan

Before completing this plan, please audit your current accessibility successes and challenges using the Norfolk Accessibility SEF. This will enable you to make informed decisions when action planning and prioritising next steps. Keep sentences short, concise and jargon free.

| **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 |  |  |  |  |  |  |
| Communication |  |  |  |  |  |  |
| Training |  |  |  |  |  |  |
| Environment |  |  |  |  |  |  |
| Curriculum |  |  |  |  |  |  |
| Transitions |  |  |  |  |  |  |
| Add any additional themes in sections here |  |  |  |  |  |  |

**Guidance notes**

Useful resource: [How to make Word documents accessible - Norfolk County Council](https://www.norfolk.gov.uk/accessible-content/how-to-make-word-documents-accessible)

**How to complete this section on accessibility in your setting** (the text below should be removed after you have filled out your action plan)

**Guidance about what to include/consider in each section regarding accessibility**

**What we need to improve in our accessibility offer**

* This should explain in a straightforward way what you intend doing
* Try to avoid acronyms as much as possible and keep it short, the reader can speak to the responsible person if they want more information

**How will we do this?**

Briefly summarise the actions needed to make the accessibility improvements identified

**What difference will it make to accessibility in the setting? What does the education setting community say about accessibility?**

This should explain what the benefit of the action will be.

* You may wish to use some standard text like ‘increasing access to the curriculum’, ‘improving access to the physical environment’ and ‘focusing on how we give information’
* Involve the education setting community in feedback about the impact of the action for them
* Where possible use the CYP voice (anonymise any quotes

**Who is responsible for achieving the improvements and developments in accessibility?**

* This needs to be someone of sufficient authority to make decisions about how to take the action forward. This should be one person, but you may wish to consider using their job title instead of their name
* Often more than one person is needed to achieve the action, list others who are supporting the completion of the action
* Consider the oversight of Governors/committees in achieving the action
* Consider how members of the education setting community can support achieving these developments e.g., midday supervisory assistants, transport staff, caretaker, support staff, admin staff, teaching staff, volunteers.

**When the accessibility action will be achieved?**

* This should be the date when you aim for the action to be completed
* You may wish to consider splitting more complex activities into manageable chunks to allow them to be closely monitored
* Where it is necessary to change a date then you may wish to consider including some text as to why the date has changed
* It is useful to formally monitor the action plan on a termly basis – you may choose to RAG rate the actions to show progress over time