

Norton College Tewkesbury

Accessibility Policy and Plan

Statement of intent

Norton College is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every student is given equal opportunity to develop socially, to learn, and to enjoy school life. NCT continually looks for ways to improve accessibility within the school.

This policy is implemented at all times and adhered to by all staff members, students, parent/carers and visitors.

Date policy last reviewed:	07/07/2025
Date for next review:	07/07/2028, termly audit of plan

1. Legal Framework

1.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspection Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

1.2 This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010: Advice for schools', DfE (2013)

1.3 This policy will be used in conjunction with relevant school policies and procedures.

2. Definition

2.1 A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

2.2 The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against students because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

3.1 Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

3.2 All staff members are responsible for ensuring that their actions do not discriminate against any student, parent/carer or colleague.

3.3 The Headteacher will ensure that staff members are aware of individual students' disabilities or medical conditions where necessary.

3.4 During a new student's induction at Norton College, the Headteacher will establish whether the student has any disabilities or medical conditions which the school should be aware of.

3.5 The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding students with disabilities are experienced

3.6 Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Equal opportunities

4.1 Norton College strives to ensure that all existing and potential students are given the same opportunities.

4.2 Norton College is committed to developing a culture of inclusion support and awareness.

4.3 Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported.

5. Admissions

5.1 Norton College will act in accordance with the Admissions Policy

5.2 The school will apply the same entry criteria to all students and potential students.

5.3 Norton College will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school.

6. Curriculum

6.1 Norton College is committed to providing an environment that enables full curriculum access, which values includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs.

6.2 No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.

6.3 Sporting sessions will be adapted, wherever possible, to allow students with disabilities to participate.

6.4 Specialist resources will be made available for students with visual impairments, such as large print reading books.

7. Physical environment

7.1 Norton College is committed to ensuring that all students, staff members, parents/ carers and visitors have equal access to areas and facilities within the school premises

7.2 There are no parts of Norton College to which pupils with disabilities have limited or no access.

7.3 The College has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

7.4 Where entrances to the College are not flat, a ramp is supplied for access

7.5 Wide doors are fitted throughout the College to allow for wheelchair access

7.6 The corridor flooring and lighting is designed to support those who are visually impaired

8. Accessibility Plan

8.1. Accessibility Plan

This plan outlines the proposals of the board of Directors of Norton College to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

8.2 A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Improve the environment of the college to increase the extent to which students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Increase the extent to which students with disabilities can participate in the college curriculum.
- Improve the availability of accessible information, which is readily available to other students, to students with disabilities.

8.3 The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student. In the preparation of an accessibility strategy, the college must have regard to the need to allocate adequate resources in the implementation of the strategy.

8.4 Outcomes First also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of students
- The Headteacher and other relevant members of staff
- Directors

8.5 Statement of Accessibility to Norton College

Norton College caters for students with Social, Emotional and Mental Health Issues. Many of the students also have a secondary diagnosis of Autism Spectrum Disorder, Pathological Demand Avoidance, Oppositional Defiance Disorder, Attention Deficit Hyperactivity disorder, Learning Disabilities and Anxiety issues.

The physical environment and curriculum have been specifically designed to not only break down barriers to learning but also to reduce anxiety and increase accessibility to education; both academic and social.

8.6 The Curriculum:

Norton College offer a bespoke curriculum to meet the needs of each student in line with their Educational Health Care plan.

This includes 1:1 tuition, on-site and off-site provision, a home tuition service (including invigilation of exams at home) and subjects tailored to not only meet need but to also engage students back into education.

8.7 The Physical Environment:

Norton College has looked carefully at physical barriers for their students and created an environment which is positive, supportive and matched to their individual needs.

The visual environment is low arousal including calm, consistent colour schemes and low arousal display boards to reduce anxiety.

The sensory environment is low arousal including no bells (excluding fire alarms) to ensure students can remain calm.

8.8 Information:

Norton College works closely with examination boards to ensure that all access arrangements for taking exams are in place. Further details are available in our examinations Equalities Policy. The website is accessible to all the service users.

Themes	What we need to / can improve	How will we do this?	Who is responsible for achieving it?	Who will be involved?	When it will be achieved
Physical environment	New outdoor space to be developed with due regard to access for those with physical disabilities, visual impairments	• Carry out research into inclusive equipment • Assess access for wheelchair users and VI • make necessary adaptations and equipment that can be used by all. e.g. sitting football game	SLT	Students, staff	Summer 2027
Physical environment / Curriculum	Redevelopment of sensory room and / or immersion room; developing a safe space to help students de-escalate, self-regulate and be able to access their lessons.	• Liaise with OFG immersion room lead for further information on requirements • Pupil voice for their requirements and preferences • Research, risk assess, purchase and install equipment • Staff training on safe and effective use of sensory equipment	SLT	Students, staff, OFG central teams	Summer 2026
Curriculum	Create a more robust process for access arrangements for assessments and exams, ensuring staff are aware of different options, trialling them and creating a clear rationale and evidence of normal way of working.	• September 2025 – training for all teachers, tutors and TAs on access arrangements and how they can help • Standardised form for teaching staff to track access arrangements – evidence to inform AA applications and EHCP reviews • Audit of trialled access arrangements each term • Learning walk criteria to include use of access arrangement – CPD to address any misconceptions	Assistant head – SENCO Deputy head – QE	Teachers, tutors, TAs, families, students, EHCP co-ordinators	October 2025 processes in place – ongoing work thereafter

Information	Ensure easy-read versions of documents for students and families are available either in addition to or instead of current documents	• Audit of current documents made available for students and families (e.g. privacy notice, policies) • Priority list to create easy-read versions: assess importance of information and current accessibility level • Liaise with OFG Central Policy department to adapt central policies • Where possible new documents should be consolidated and written for all audiences following UKAAF and government guidance* to reduce future workload updating two sets of each document	SLT	Staff, students, families	Summer 2026
Other	Create more inclusive and accessible working practices for staff, many of whom are dyslexic	• Collate data on staff access requirements and SEN via optional surveys and assessments if required • Deliver training on different assistive technologies and how they can be used to help staff complete their necessary tasks e.g. TTS for reading policies or speech to text for writing reports • Purchase and provide necessary equipment such as coloured overlays. • If there is a need, print policies and important documents on coloured paper to assist reading.	SLT	Staff	Spring 2026

*[G030-UKAAF-Easy-Read.pdf](#) and [Accessible communication formats - GOV.UK](#)