

Drake Primary School

Accessibility Action Plan

2026 – 2029

Head of School: Victoria Langley

You can find out more about us on our website: <https://www.drake.norfolk.sch.uk>

View our entry on the Norfolk Community Directory: <https://communitydirectory.norfolk.gov.uk/Services/6053>



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

At Drake Primary School, our accessibility plan is not simply a statutory document — it is a natural expression of who we are. Our vision is for our school and curriculum to empower pupils and staff to be advocates and agents of change for a more sustainable world. Central to this is a belief that every child and family must be able to fully participate in school life. We are committed to providing an inclusive school environment, not just in terms of our physical space but also when designing and implementing our curriculum. Inclusivity sits as a key part of our teaching and learning policy within the principle of adaptive teaching.

Our accessibility plan will be reviewed and reported on every three years 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

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

The principles and values of Accessible Norfolk closely align with our own values and vision and at Drake, we aim to fulfil these to ensure our school remains as accessible as possible for all.

- **Inclusive** — Drake's aims include making a place where difference and diversity are valued, and having a curriculum that represents local, national and global diversity. Our accessibility plan puts this into action by ensuring that no pupil, family or member of staff is excluded from any aspect of school life because of a disability or additional need.
 - **Flexible** — We aim to help everyone find joy in learning, feel safe to make mistakes and know when they are successful. Being flexible in how we teach, communicate and provide support is essential to making this possible for all learners.
 - **Adaptable** — Our mission describes how we are persistent — we dare, struggle and stick at it. Adapting our environment, resources and approaches to meet the needs of every individual is an ongoing commitment, not a one-off task.
 - **Collaborative** — One of our core mission statements is that we are collaborative: we share, connect and support. Our accessibility planning is shaped by working closely with pupils, families, staff and external specialists to understand need and co-create solutions. Making pupil, family and staff voice integral to our planning is a stated school aim, and it sits at the heart of how this plan was developed.
 - **Solution Focused** — We are inquisitive: we listen, question and challenge. Rather than focusing on barriers, we look for practical, creative ways to remove them. Our accessibility plan sets out clear, achievable actions with identified owners and timescales.
 - **Compassionate** — Drake's aims include prioritising mental health and wellbeing for every member of the school community. Compassion underpins every decision in this plan — recognising that behind every access need is a person who deserves dignity, understanding and care.
- 

- **Committed** — Drake has long been one of the most popular primary schools in Norfolk and that reputation rests on decades of dedication to our pupils and community. Our school values — Courage, Forgiveness, Hope, Kindness, Aspiration, Love, Trust, Respect and Friendship — remind us that commitment is not simply about completing tasks; it is about the ongoing relationships and responsibilities we hold to every child and family we serve.



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
- ✓ ensuring both outside spaces and indoor teaching spaces remain under review to ensure every child can access them



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

Themes	What we are doing well	How do we know?
Relationships	A secure, well embedded relationships policy is in place. This is fully supported by all staff with regular CPD to ensure consistency and understanding is shared by all. Shared, common visuals are in place around the school to ensure accessibility of understanding is secured by all pupils and there is consistency of approach.	Ofsted recognised the strong personal development offer, behaviour and relationships of pupils. Negative behaviour incidents have declined throughout the year. Common visuals are in place and used successfully across the school
Communication	Use of visuals, including social stories, is strong common practice across the school.	Social stories and visuals support children at key moments. Children for whom visuals will support their learning or behaviour are implemented swiftly and with consistency.
Training	Staff CPD is accessible to all and delivered well. Training from specialists, such as medical professionals, is sought when required.	Specialist training has been provided by the NHS and Norfolk CC where required.
Environment	The school site is generally accessible to all.	Our current cohort navigate the site well. Step free access is in place to enter and exit the school, corridors are uncluttered and spacious with wide walkways allowing for wheelchairs and walkers if required. Disabled toilet facilities are also easily accessible allow pupils with additional needs to use appropriate facilities with safety and dignity.
Curriculum	Our PSHE and wider personal development offer supports inclusivity.	Positively acknowledged by Ofsted and gathered through pupil and staff voice.



6. Challenges to accessibility that we want to address

Drake Primary School is committed to strengthening medical needs training for staff to ensure consistent, confident coverage for pupils with complex health requirements. Alongside this, we aim to identify and develop accessible teaching spaces beyond the traditional classroom, recognising that current limitations can restrict flexibility and inclusion. We also want to enhance the quality of outdoor learning spaces, addressing barriers such as uneven terrain, limited shelter, and insufficient sensory-friendly areas. Together, these improvements will help create a learning environment where every pupil can participate fully, safely, and with dignity.



7. Action plan

Themes	What we need to improve	How will we do this?	What difference we want it to make?	When it will be achieved
Training	Medical needs training for staff to ensure adequate coverage is in place at all times.	Training provider identified and secured to provide staff training. Key staff identified to be trained to ensure coverage of medical needs.	Ensure the safety of children with medical needs and adequate coverage is in place taking into account potential absence and school trips etc.	Ongoing training and identification over the period of the plan and in response to cohort need.
Environment	Accessible teaching spaces outside of the classroom need identifying.	Flexible grouping teaching spaces are identified. Use of the mainstream inclusion funding is used to resource these areas.	Accessible teaching spaces are available and accessible to children outside of the mainstream classroom to allow for effective intervention and flexible grouping.	End of Autumn term 2026-2027.
Environment	Quality and accessibility of outdoor learning spaces.	Seek potential sources of funding from external grant providers and advice from best practice schools. Design and purchase resources to ensure outside learning spaces are of high-quality and accessible – in particular the Year 1 courtyard, SRB and ESP outside areas.	Ensure outside learning spaces are of high-quality and accessible to allow for quality provision to be accessed by all.	Ongoing throughout the period of the plan in a staged approach with all completed by the end of the 29-30 academic year.