



**Accessibility Plan 2024-2027**

**(Disability Equality Scheme)**

1. Vision Statement	Page 3
2. Aims and Objectives	Page 5
3. Current good practice	Page 5
• Physical Environment	
• Curriculum	
• Information	
4. Access Audit	Page 6
5. Management, coordination and implementation	Page 6
6. Action Plan	Page 7

## 1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the head.

At Northfield Primary and Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Northfield Primary and Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan will be published on the school website.

3) Northfield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Northfield Primary and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school over time and how we can make reasonable adjustments to accommodate their needs where possible. The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally,

prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents, carers and visitors with disabilities; examples might include hand-outs, letters and information about the school and school events; the information should be made available in preferred formats on request where possible.

5) Northfield Primary and Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

10) The Accessibility Plan will be monitored through the Governor Strategic Development Committee.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

### **Our Aims are:**

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and all stakeholders

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access at the moment.

### **Curriculum**

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. For other medical conditions such as visual impairment, through science and technology e.g. electronic devices can (and do) offer support for pupils so that they can access the curriculum. However, with careful planning and advice, from outside agencies where applicable, these barriers can be overcome.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is available on request for disabled pupils, parents, carers and staff.

## **4. Access Audit**

The school is on a split site with wide corridors and several access points from outside. The KS1 and nursery building is on one level, the KS2 building is on a lower level. The access between KS1 and KS2 is via steps, an alternative route for wheel

chair users can be taken by using the purpose-built footpath between the two buildings. The access from the staff car park to the main entrance is now a slope suitable for all users. There are disabled toilet facilities in the Nursery and in KS2, these are fitted with a handrail and a pull cord for emergencies.

## **5. Management, coordination and implementation**

We consult with the Physical Disability Support Service (PDSS) when new situations regarding pupils with disabilities are experienced.

Policy written by: C. Burgin

Reviewed: June 2024

Next Review: June 2027

## 6. Action Plan - Updates

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with F1 and SFSS to review intake to nursery	To identify pupil who may need additional or different provision or adaptations.	Termly	SENCO F1 teachers	Procedures/equipment learning strategies are in place.
When statutory policies are reviewed they reflect inclusive practise and procedure	To comply with the Equality Act 2010	On going as policies are reviewed.	SENCO – All subject leaders.	All policies clearly reflect inclusive practise and procedure.
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	SENCO All teachers	Clear collaborative working approach.
To establish close relations with outside agencies for pupils with on going needs.	Liaise with Physical Disability Support Service (PDSS), Educational Psychologist (EP) SFSS, Health Related Education Team (HRET) Children and Adolescent Mental Health Services (CAMHS) accessed through Springboard or direct referrals.	Termly springboard. As required	SENCO All teachers.	Clear collaborative working approach.
To ensure access to the curriculum for all pupils.	Liaise with PDSS, Educational Psychologist (EP) SFSS, accessed through Springboard or direct referrals. As well as:	On going as required	All teaching and teaching assistants SENCO	Curriculum Adaptation Document – adopted summer 2023. Adaptations are present in planning, and learning walks

	<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Use of Pivats and P levels to inform planning and assessments.</li> <li>• Deployment of support staff</li> <li>• Inclusive technology</li> <li>• Autism and Dyslexia CPD</li> <li>• Appropriate CPD</li> </ul>			
To monitor attainment and progress of all children on interventions and who have SEND support plans.	<ul style="list-style-type: none"> <li>• SEND reviews to set new interventions</li> <li>• SEND Support Plans reviews with parents</li> <li>• Intervention data analysis and MSR to analyse progress.</li> <li>• Provision maps</li> </ul>	Termly.	Class teachers SENCO SEND TA's Parents	All children are making at least good progress.  Provision reflects the needs of the children
To promote the involvements of children who have a disability in all areas of the curriculum.  To take account of a variety of learning styles when teaching.	The school aims to provide full access to all aspects of the curriculum for children who have a disability by making all reasonable adjustments. <ul style="list-style-type: none"> <li>• Wheel chair access</li> <li>• Magnifiers</li> <li>• Technology</li> <li>• Meaningful PE (PDSS)</li> </ul>	Ongoing as the need arises.	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning.  Ensuring that all stakeholders who have a disability are represented in school.  Inclusive technology. Hearing Impairment equipment



	<ul style="list-style-type: none"> <li>• Positive images and role models</li> <li>• Advice from SFSS and PDSS</li> <li>• Educational Visits</li> </ul>			Curriculum Adaptation Document – adopted summer 2023
To evaluate and review short- and medium-term targets	see above	Annually	SLT/SENCO/SEND Governor	All children make at least good progress
To deliver findings to Governing body	Committee	Annually	SLT/SENCO/SEND Governor	Governors fully informed about SEN provision and progress

## **Aim 2 To improve access to the physical environment of the school**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve the physical access of the school and make any reasonable adjustments for pupils, staff, governors, parents/carers and visitors with a disability	<p>To develop access plans in conjunction with the accessibility officer and PDSS.</p> <p>Be aware of staff, governor, and parents/carers access needs and meet as appropriate.</p> <p>Parent/Carer questionnaire</p>	<p>as required</p> <p>On induction and on going</p>	<p>SENCO</p> <p>Head teacher</p>	<p>Adaptions to lower KS two toilets as identified child moves through school</p> <p>All stakeholders feel their access needs are met</p>

To improve signage and external access for visually impaired.	Referral to PDSS and access officer.	On going	SENCO	Referrals made
	Yellow edges to steps are maintained.	On going	Site Manager	Strips maintained
	Liaise with VI team for individual children	As required	SENCO/Class teacher	
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEP) for those who require one	As required	SENCO	PEEPS are written and those involved practise emergency evacuation.  Visual alarm system in place
To ensure that the medical needs of pupils are met within the capability of the school.	Medicine policy updated in line with policy timetable  Advice is sought when necessary. Health care plans are in place. Staff training is given	On going  As required and reviewed as necessary	SENCO	Approved by Governors and implemented  Training log up to date as needed.

**Aim 3 To improve the delivery of written information to disabled pupils.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review information to parents/carers to ensure it is accessible.	<p>Provide any information in large text if required/ read or explain letters to parents</p> <p>Office staff will support and help parents to access information and complete school forms.</p> <p>Website and all documents via the website can be accessed by the visually impaired.</p>	<p>If required</p> <p>On going if required</p> <p>On going</p>	<p>Office staff/Class teacher</p> <p>Office staff</p> <p>Office/ICT Lead</p>	All parents receive information in a format they understand.
Ensure all staff are aware of guidance on accessible formats	Dyslexia guidance – staff training	On going	SENCO/All staff	Dyslexia friendly awareness teaching is always present in quality first teaching.
Information given to parents is to be as accessible as possible.	Parent friendly language	On going	All staff	
Information on pupils with a disability is passed on successfully during transitions.	<p>Records are passed on through transition meetings.</p> <p>Disability register established</p> <p>SEND SUPPORT PLANS meetings</p> <p>SEND reviews</p>	Annually and as required	First Aiders/SENCO/Class teachers/Parents	All staff are aware of children’s needs through effective communication.

	Health care plans reviewed annually Children with significant health problems have their photo and info displayed in relevant staff room			
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