

Accessibility Plan

2024 – 2027

Approved by: Jenny Campbell **Date:** December 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

OUR VISION:

'Encouraging everyone's light to shine.' (Matthew 5:16)

Northleaze School offers a caring Christian community where we encourage each other to be all that we can be.

OUR VALUES:

Responsibility
Creativity
Respect
Compassion
Resilience
Friendship

OUR AMBITION:

We live in a rapidly changing world. As our children progress through school, we want them to develop as **compassionate** individuals, full of **friendship** and **creativity**, **respecting** themselves and those around them, equipped with the **resilience** they need for all the challenges of life and with an understanding of the **responsibility** they each have for themselves and for the sustainability of the world in which they live.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We are part of the Lighthouse Schools Partnership and will use their policies and uphold their values and principles to develop and implement the plan.

The Lighthouse Schools Partnership's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns and can be found [here](#).

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Take opportunities to raise awareness of the Accessibility Plan for staff, governors, parents, visitors etc, at meetings and inductions	Policy has recently been fully reviewed with involvement from governors and SENCO.	<p>Short term objective: All to be aware of the plan and to recognise their responsibilities in responding to particular issues</p> <p>Medium term objective: Ensure the strategic direction of the school reflects this plan and its aims</p>	<p>Publish on school website</p> <p>Annual agenda item at LGB meetings</p> <p>Provide training as necessary</p> <p>Brief office staff to make new visitors aware of the accessibility plan when organising visits to the school.</p>	SLT	Term 3 and ongoing	Potential accessibility issues or concerns are embedded in daily routines and communication
Encourage involvement by all equality groups including Governor	Governing body aware of need to encourage involvement from a wide range of equality groups. All school vacancies encourage this.	<p>Short term objective: Widen participation in all areas of school life</p>	Ensure wide community distribution of Governor vacancies.	SLT / Class Teachers	Ongoing	A well balanced wider school community which reflects the school's commitment

vacancies and school council.	HT and members of governing body attending training on 'bridging the diversity gap'. (May 2021)	by currently under-represented groups.	Ensure children with SEN are given support to apply for positions on School Council.			to diversity and a respect for all
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>High quality teaching and a range of Universal Provision for SEND pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. specific apps to support learning on iPads</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability, using Insight.</p> <p>Intervention tracking on Provision Map has been introduced – including clear target setting and assessment against targets.</p> <p>Learning Passports for SEND children have been introduced, in addition Learning Plans on Provision Map.</p>	<p>Short-term objective:</p> <p>Improve quality and diversity of books and resources in classrooms and the nurture room</p> <p>Medium-term objective: research and provide training for staff in teaching pupils with SEN and a disability. Research effective interventions and introduce into our practice.</p> <p>Long-term objective:</p> <p>All teachers become expert teachers of pupils with SEND</p>	<p>Carry out an audit of all class and library books.</p> <p>Invest in a greater range of books to support diversity and disability if audit indicates a need.</p> <p>Audit whole class training needs</p> <p>In collaboration with the Trust, review interventions, looking for clear entry/exit criteria, use of start and end data and the impact of the interventions. Look for value for money and any gaps in current provision</p>	<p>English Lead</p> <p>HT/SENCo</p> <p>SENCo</p>	<p>Easter 2025</p> <p>By summer 2026</p> <p>By summer 2026</p>	<p>Texts and resources that celebrate diversity and disability will be available in each classroom and within the nurture room.</p> <p>Pupils with a disability will make progress equal to that of their peers</p> <p>Pupils will take part in short, targeted intervention programs that close a particular gap and enable them to continue progressing.</p>

	<p>Review and research effective interventions*</p> <p>The curriculum is being reviewed to ensure it meets the needs of all pupils*.</p> <p><i>*Practice under development</i></p>					
<p>Ensure that no child or staff member is excluded from school trips as a result of their needs</p>	<p>Pupils with additional needs or SEND attend all trips planned within the curriculum, including swimming and residential visits, with appropriate support where needed.</p> <p>Special arrangements will be made (in terms of transport and accessibility) to allow all staff to attend school trips.</p>	<p>Short and medium term objective: All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>	<p>EVC to ensure all trip risk assessments include reference to pupils with SEND Ensure that adequate budgetary allowance is made to allow for support staff overtime as and when required.</p> <p>Individual risk assessments are put in place where needed.</p> <p>Additional adult support is put in place for some out of school activities.</p>	<p>EVC (Educational Visits Coordinator)</p>	<p>As needed</p>	<p>All children will participate in all trips unless there is a specific health and safety issue</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and staff as required. This includes:</p>	<p>Short-term objective:</p> <p>N/A</p> <p>Medium-term objective: <i>to provide</i></p>	<p>Add child changing facilities to the disabled bathroom</p>	<p>Headteacher</p> <p>SBM</p>	<p>September 2025</p>	<p>A pupil with a disability would have the appropriate space and facilities to be changed safely and</p>

	<ul style="list-style-type: none"> • A ramp to access the outdoor area from KS1 classrooms • All classrooms on one level • Adequate corridor width with minimal furniture • Disabled parking bays (two) • Disabled toilet • Library and classroom shelves at wheelchair accessible height <ul style="list-style-type: none"> • Fully accessible sensory spaces created for pupils with identified needs • Improved access to main entrances 	<p><i>changing facilities for a child with a disability (by Sept 2025)</i></p>				comfortably, supported by a member of staff.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible for all pupils. This includes:</p> <ul style="list-style-type: none"> • Internal signage, such as braille • Large print resources where needed • Coloured acetate overlays for dyslexic pupils (guided by optician's advice) • Books and labels in braille 	<p>Short-term objectives: <i>To provide accessible fiction and non fiction texts to be used in guided reading sessions where needed.</i></p> <p><i>To train staff in the use of Makaton.</i></p> <p><i>An increase in the use of visuals in KS1 classrooms.</i></p>	<p>Research providers of accessible texts and purchase where needed.</p> <p>To book Level 1 Makaton training for all staff.</p> <p>Explore options available and provide a list of possible support</p>	<p>English lead / SENCo</p> <p>SENCo / HT</p> <p>SENCo</p>	<p>September 2025</p> <p>July 2025</p> <p>December 2025</p>	<p>Satisfaction with communication channels from all stakeholders.</p> <p>Staff are more confident in communicating with non-verbal children.</p> <p>An increase in the use of ICT across classrooms to support pupils in their learning.</p>

	<ul style="list-style-type: none"> • Pictorial or symbolic representations, such as a visual timetable • Separate teaching space for pupils with visual and auditory impairment • Reduction in classroom/visual 'clutter' for pupils with identified needs (e.g. CVI or ADHD) • Access to indoor and outdoor regulation spaces. 	<p>Medium-term objective: <i>To explore additional ICT options to increase access to written material in the classroom for children with a disability.</i></p> <p>Long-term objective: For the school to have a better understanding of how ICT can be used to support children with a disability / all SEND children and to implement this within the school.</p>	<p>which the school may invest in.</p>	<p>SENDCo / ICT subject lead.</p>	<p>July 2026</p>	
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4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- LSP SEND Policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building is all on one level with external and internal access to each classroom and the hall. All outside space is accessible without using stairs.	None required		
Corridor access	The corridors are an appropriate width and furniture is minimal to allow easy access and movement for anyone. Some doors are missing trims between entrances which could create a trip hazard.	Ensure these are always appropriately fixed and repaired immediately if faulty.	Headteacher SBM	April 2025
Lifts	There are no lifts on site	N/A		
Parking bays	There are two parking bays for parents, staff or visitors with a disability, clearly marked and used regularly.	Ensure these are always available and not used by other staff or visitors.	Headteacher SBM Admin team	Ongoing
Entrances	All entrances are accessible for staff, children or visitors with a disability.	Ensure that entrances are not blocked at any time.	Office team.	Ongoing
Ramps	One ramp has been installed to allow KS1 pupils and staff easy access from their outdoor area to the playground. No other ramps are required on the site due to its design. Ramp can become slippery in cold or wet weather.	Ensure ramp is gritted / salted to prevent accidents.	SBM / HT	As needed

Toilets	<p>Appropriate number of toilets for pupils and staff.</p> <p>Large, easily accessible bathroom for use by pupils, staff and visitors with a disability.</p>	Add changing facilities by September 2025.	<p>Headteacher</p> <p>SBM</p>	September 2025.
Reception area	<p>Emergency routes clearly indicated.</p> <p>Visitor point evident.</p>	<p>Ensure all signage is easily accessible when work has been completed.</p> <p>SBM to continue to monitor signage during health and safety monitoring.</p>	<p>Headteacher</p> <p>SBM</p> <p>Admin</p>	Ongoing
Internal signage	<p>Emergency access clearly indicated.</p> <p>Braille signage throughout the school.</p>	SBM to continue to monitor signage during health and safety monitoring.	<p>Headteacher</p> <p>SBM</p> <p>Admin</p>	Ongoing
Emergency escape routes	All clearly indicated and accessible due to one storey building.	SBM to continue to monitor signage during health and safety monitoring.	<p>Headteacher</p> <p>SBM</p> <p>Admin</p>	Ongoing