# Accessibility Plan

# Northgate Primary School

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| **Approved by:** | Katie Penny | **Date:** | 13/09/2025 |
| **Next review due by:** 13/09/2028 | | | |

## Contents


1. Aims ..... 2
2. Legislation and guidance ..... 2
3. Action plan ..... 3
4. Monitoring arrangements ..... 5
5. Links with other policies ..... 5

# 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
- To provide information that is accessible and easily understood by all.

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.

At Northgate Primary School we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by ensuring that everyone is treated fairly and with respect. We strive to make our school a safe, secure, and stimulating place where children feel supported and inspired to become inquisitive learners who value kindness and respect.

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.

The school supports any available partnerships to develop and implement the plan.

Our school is part of The Futura Learning Partnership, which was formed with a shared vision to provide and support high-quality inclusive education that is student-focused and achieves excellent outcomes.

Our school'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.

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

# 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 a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 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<br>*Include established practice and practice under development* | Objectives<br>*State short, medium and long-term objectives* | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | Our school offers an adapted and scaffolded curriculum for all pupils.<br>Curriculum progress is tracked for all pupils, including those with a disability in all subjects. This allows teachers and senior leaders to track the progress of all children and plan interventions to ensure that all children achieve.<br>Teachers take the time to assess pupils and targets are set effectively to ensure that the needs of all their pupils are appropriate met.<br>The curriculum is reviewed to ensure it meets the needs of all pupils.<br>We use a range of strategies and support resources for pupils with Speech & Language Difficulties (SpLD). | Ensure our CPD fully embeds the staff's knowledge and understanding of the needs of pupils with disabilities and increases confidence in adapting the curriculum.<br>Teachers continue to adapt planning to meet the needs of all pupils.<br>To enable the school to access support for any type of inclusion and to continue to work with outside agencies to ensure children with additional needs are supported through EHCPs. | Be aware of staff training needs on curriculum access<br>Collating the range of services and resources available and drawing upon these as the need arises<br>Class teachers to ensure children have the correct book and equipment for their needs. | Katie Penny-Head Teacher<br>Sheila Norman-SENCo<br>Sheila Norman-SENCo | Ongoing<br>Update as required (ongoing)<br>Ongoing | Raised staff confidence in strategies for adapting learning and increasing pupil participation<br>The school is equipped to meet the needs of a diversity of pupils.<br>All children are able to engage in their learning with the support of appropriate resources. |

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| | All children have the opportunity to access the wider Curriculum such as residentials and swimming. | To ensure children have equal access to all learning activities. | | | | |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.<br>This includes:<br>• Ramps<br>• Elevators<br>• Corridor width<br>• Disabled parking bays<br>• Disabled toilets and changing facilities<br>• Library shelves at wheelchair-accessible height<br><br>The building has two storeys, but the upstairs is accessible with a lift. | The school is aware of the access needs of disabled pupils.<br><br>Ensure all children can access outdoor equipment.<br><br>The school is aware of the access needs of disabled staff, parent/carers and visitors.<br>To keep an accurate register of medical needs which is continually updated and strategies in place where needed<br><br>To ensure fire evacuation plan is comprehensive so that all pupils can be safely evacuated.<br>EVAC chair available and staff are trained. | To create access plans for individual disabled pupils as part of the IPM process when required.<br><br>Be aware of staff, parents/carers, visitors' access needs and meet as appropriate.<br><br>Personal Emergency Evacuation Plans (PEEP's) are in place for appropriate pupils.<br>All staff are trained in prevention of fire and response to finding a fire.<br>Teaching staff are trained in the use | Sheila Norman-SENCo<br><br>Katie Penny-Head Teacher<br>H&S Governor<br><br>Katie Penny Head Teacher<br>Fire Wardens<br>Sheila Norman-SENCo | As required<br><br>Ongoing<br><br>Update as required (ongoing) | IPM's in place for disabled pupils and all staff aware of pupils needs.<br><br>All staff, parents/carers and visitors feel confident their needs are met.<br><br>All disabled pupils and staff working alongside are safe in the event of a fire. |

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| | | | of fire extinguishers.<br>Fire Wardens are trained | | | |
| To provide information that is accessible and easily understood by all. | Our school uses a range of communication methods to ensure information is accessible. This includes:<br>• Internal signage<br>• Large print resources<br>• Pictorial or symbolic representations<br>• Languages other than English are visible in school.<br>• Parent Padlet | To ensure information to parents/carers is accessible.<br><br>Provide information in other languages for pupils or parents who may have difficulty with language problems.<br><br>To improve the availability of written material in different formats. | School Office will support and help parents to access information and complete school forms.<br><br>Access to translators and language interpreters offered as appropriate<br><br>Prospectuses, newsletters,etc. will be offered in other community languages if required. | School Office<br><br>Katie Penny-Head Teacher<br>EAL Lead<br><br>Katie Penny-Head Teacher<br>EAL lead | Ongoing<br><br>As required<br><br>Ongoing | All parents have access to all information.<br><br>Pupils and parents feel supported and included.<br><br>Parents can access written information more easily. |

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Head Teacher Katie Penny and the governing board.

## 5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- SEND Policy
- Supporting pupils with medical conditions policy.

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| Policy Reviewed by: | Katie Penny |
| Signed:  | Chair of Governors: Roger Smith |
| Dated: 26.09.25 | |