

ACCESSIBILITY POLICY



Northgate Primary School

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1. Background

Northgate Primary School welcomes a diversity of pupils and aims to offer a truly inclusive learning experience and a broad and balanced curriculum for each and every one of our pupils, no matter their needs. We want all pupils to enjoy coming to school, to feel safe and included and to be able to access appropriate challenge so that they are able to achieve their full potential. The purpose of this plan is to show how Northgate Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

2. 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

Northgate aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

3. Equal value principle

Everyone at Northgate School has equal value. The school is an integrated whole, inclusive of the pupils with physical or sensory impairments, communication, learning, social emotional or behavioural difficulties. It addresses each person's unique, intellectual, physical, spiritual, emotional or social needs. All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. Positive relationships and attitudes are fostered in a climate of high expectations and respect for individual achievement. Pupils have full and open access to a broad and balanced curriculum and to a range of extracurricular experiences. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever their race, class, colour, creed, sex, sexuality, age or ability.

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.

4. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

5. Monitoring

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by LPP Committee.

1. Accessibility Plan

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim: Increasing the extent to which students with disabilities can participate in the school curriculum

Current good practice:

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

	Objectives	Actions	Outcome/ success criteria	When	Who
Short Term	To ensure all pupils have equal access to a broad and balanced curriculum	Review SEND children's access to curriculum within class sessions to ensure children can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from SENCO. Liaise with external professions e.g. SALT/OT to incorporate strategies and children who require specific equipment and adaptations	All children have appropriate access to the curriculum	Ongoing Autumn 23	SENDCo
Medium term	To continue to improve the accessibility and range of APPs and programmes to support children with disabilities.	Teachers to be given opportunities to watch outstanding practitioner use computing in lessons. SENDCo to work alongside digital lead and IT Support contractor.	Evidence of ICT equipment being used in lessons effectively to support all children.	Ongoing	SENDCo Digital Lead STL

	To offer gross motor interventions and sensory needs for specific children to help them to access the PE curriculum.	Training for staff in order to create and establish a gross motor group.	Established a Gross Motor group with assessment which identifies and show progression.	Spring 2024	SENDCo
Long term	To continue to ensure all staff are fully aware of supporting children with a range of SEN and disabilities.	Staff training	Support sheets available for all staff. Specific training for key staff.	Ongoing	SENDCo

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim: Improving and maintaining access to the physical environment

Current Good Practice:

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Corridor width.
- Disabled parking bay
- Disabled toilet and changing facilities
- Library shelves at wheelchair-accessible height

	Objectives	Actions	Outcome/ success criteria	When	Who
Short term	To ensure all disabled pupils and staff can be safely evacuated.	Ensure Personal Emergency Evacuation Plans (PEEP) are available for everyone with disabilities, which inhibit their ability to take part in standard evacuation procedure.	All pupils are safely evacuated in the event of a fire All members of staff are aware of the evacuation procedures for pupils, staff and members of the wider community with disabilities.	Ongoing (when needed)	SENDCo SBM
	To improve the visibility of key signs around the school ensuring they are in an appropriate format (e.g.widgits) to meet individual's needs.	Regularly monitor signage to help with visibility.	Signs visible School signs are accessible for all	Ongoing (when needed) Ongoing	Headteacher SBM
	Availability of appropriate rooms/parking opportunities for parental meetings e.g consultations where required	Teacher to liaise with parents before meetings to establish requirements e.g parking facilities, quiet meeting rooms etc.			
Medium term	To improve accessibility of outdoor classroom	To get ramp for outdoor classroom	Ramp in place	As required	Site manager

Long term	To provide full access to teaching spaces to enable all learners to access the curriculum				Site manager
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Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim: Improving information delivery to students with disabilities

Current Good Practice:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage e.g. widgets on room doors
- Large print resources available when needed
- Induction loops available when needed
- Pictorial or symbolic representations

	Objectives	Actions	Outcome/ success criteria	When	Who
Short term	To ensure that all staff are aware of necessary ways to communicate information to pupils with disabilities	File with information in staffroom, medical room, kitchen. Staff are aware of Widgit symbols and have received training on using Communication in Print. Use visual timetables.	All staff including TAs, MSAs and administrative staff are aware of the specific needs of pupils. Pictures of SEND available	Ongoing	SENDCo
	To ensure children can access relevant information	All Curriculum Word Mats have pictures/widgits symbols to support children's understanding of the vocabulary	Children are supported to be able to access relevant vocabulary	Ongoing	Subject leaders
	To ensure parents are fully aware of range of support groups available	Display pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g. HAND, local offer	Parents are available for support groups	Ongoing	SENDCo

Medium Term	To ensure information is available in a variety of formats, as required	Provision of range of formats e.g. 'easy read', enlarged print and audio.	Information accessible to all including translate facilities on website	Ongoing	SENDCo SBM
Long term	To ensure all parents can access information about the school	Have school prospectus available in different languages.	Parents can access information about the school	Summer 2024	SENDCo
	Provision of IT support for those with disabilities and upskill staff.	Provide staff with training and knowledge on available ICT e.g. Soundfield system	Staff will be able to share information in a variety of ways for those with disabilities	Ongoing	SENDCo IT Support