



### Accessibility Plan January 2025 to December 2028

#### 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 service 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.

Northstead School is committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, during break and lunchtimes, in pastoral support and before and after school activities.

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'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, staff and governors 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
<p>1. Increase the extent to which disabled pupils can participate in the curriculum</p>	<ul style="list-style-type: none"> <li>• All pupils access the school curriculum and adaptations are made where appropriate</li> <li>• Collaborative working with external agencies e.g. Seaside Speech and Language Therapy</li> <li>• Resources tailored to the needs of pupils who require support to access the curriculum e.g. tablets, Clicker 8</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure targeted interventions /resources/ targets are quickly put in place.</li> <li>• All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</li> <li>• Continue to support staff to have specific training on SEND needs, particularly Autism (ASD) and speech and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will complete further appropriate assessments to identify barriers to learning.</li> <li>• Monitoring schedule in place to ensure progress.</li> <li>• CPD Schedule updated regularly</li> <li>• Collaborative work with Local Authority SEND Hub.</li> <li>• An audit and action plan based on Autism friendly guidelines to be carried out.</li> </ul>	<p>SENCO/ Class teachers</p> <p>SENCO/SLT</p> <p>SENCO/SLT</p> <p>SENCO/SLT</p> <p>SLT</p> <p>SLT/SENCO/ Class teachers</p> <p>SENCO</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>All pupils will be able to access the school curriculum through appropriate adaptations being made.</p> <p>All children will make measurable progress in their learning.</p> <p>There will be a positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker</p> <p>The levels of independence will increase amongst SEND pupils</p>

	<ul style="list-style-type: none"> <li>• All educational visits are accessible to all. (Pending risk assessments)</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• All subject leads and class teachers have provision maps outlining how to support learners within specific curriculum subject</li> <li>• A wide range of clubs and enrichment activities are available for all pupils</li> </ul>	<p>language issues.</p> <ul style="list-style-type: none"> <li>• Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.</li> </ul> <p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils (pending risk assessments)</p>	<p>Resources to be regularly updated and audited to ensure pupils are receiving appropriate provision.</p> <p>All school activities and clubs are monitored to ensure all pupils are able to access the provision</p>	<p>SLT/SENCO</p> <p>SENCO</p>	<p>Half termly</p> <p>Termly</p>	<p>Staff will have increased confidence when planning for all pupils.</p> <p>All pupils will continue to enjoy a wide range of after school clubs and activities therefore increasing cultural capital.</p>
<p>2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and</p>	<ul style="list-style-type: none"> <li>• The school is accessible both entrances.</li> <li>• Children with toileting needs are well supported.</li> <li>• Audits with outside agencies such as SEND Hubs to check areas of the school are appropriately visible</li> </ul>	<ul style="list-style-type: none"> <li>• Corridors are routinely inspected and kept clear.</li> <li>• Provision is in place for personal care and toileting; facilities are adequately resourced.</li> </ul>	<ul style="list-style-type: none"> <li>• Further signage to be designed to support pupils with SEND.</li> <li>• Ramps/toilets/lifts are checked by the Caretaker as part of his weekly checks to ensure good condition.</li> </ul>	<p>HT/Gov</p> <p>Caretaker/SENCO</p> <p>Caretaker/</p>	<p>By April 2025</p> <p>Weekly</p>	<p>All pupils are able to access all areas of the school and feel safe and secure.</p>

service provided	<ul style="list-style-type: none"> <li>Where appropriate, steps are highlighted in yellow paint</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the maintenance is up to date and steps are clear</li> </ul>	<ul style="list-style-type: none"> <li>To audit all steps around school to check yellow paint is clear and renewed</li> </ul>	SENCO	Ongoing job which is checked termly and action taken if needed	
3. Improve the availability of accessible information to disabled pupils	<ul style="list-style-type: none"> <li>The school website is up to date and effective</li> <li>Parents are informed using website, letters and twitter.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure current signage is fit for purpose.</li> <li>To continue to develop the communication within the school; with professional community and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>HT and relevant Governor to check signage</li> <li>To hold parent coffee mornings and to produce a half termly SEND newsletter</li> </ul>	HT/Gov  SENCO	By September 2025	There is a greater level of parental involvement in school from a cross section of the community.

**This policy was approved: January 2025**

**Signed \_\_\_\_\_ Print Name \_\_\_\_\_ Date \_\_/\_\_/\_\_**

**Review due: January 2028**