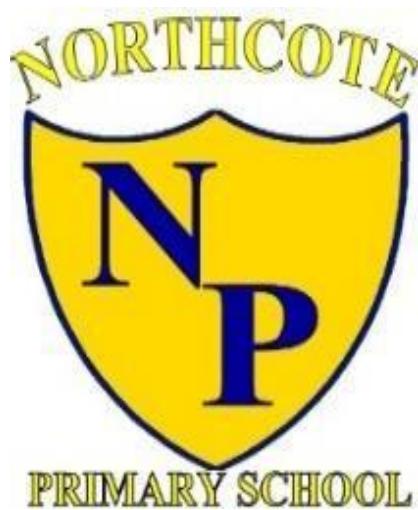


Accessibility Policy



2025-2026

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

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 Northcote Primary School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

Our Accessibility and Equal Opportunities Policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

The purpose and direction of the school's plan: vision and values:

At Northcote Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. Our vision is 'Great things happen everyday.' and this is developed through our core values of '[Caring](#), [Learning](#), [Growing](#)'. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Northcote Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality, when appropriate and safe, for our children;

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language; children with special educational needs;
- more able students;
- children who are vulnerable;
- children who have physical and/or sensory needs.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

At September 2024:

- Cognition and Learning difficulties (including dyslexia and dyscalculia)
- Speech, Language and Communication
- Social, Emotional and Mental Health
- Sensory and or Physical
- Visually Impaired
- ASD
- ADHD
- Allergies
- Asthma
- Type 1 Diabetes
- Heart problems
- Epilepsy
- Nephrotic Syndrome

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

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.

3. Northcote Primary School's Action Plan

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school**.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities. Staff delivering these are in receipt of additional and necessary training

3. Northcote Primary School Action Plan:

| AIM | STRATEGY | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|---------------------------|-----------------------------|--|
| To continue to provide an accessible curriculum, increasing access for pupils with a disability. | <ul style="list-style-type: none"> • School offers an adapted curriculum / adapted teaching strategies implements as part of whole school approach • We use resources tailored to the needs of pupils who require support to access the curriculum. Such as visual timetables, personalised workstation, sensory reduction and stimulation aids, Coloured filters, Dyslexia friendly paper and backgrounds to PowerPoint's/Notebook, etc • The curriculum is reviewed to make sure it meets the needs of all pupils. • Curriculum progress is tracked for all pupils, including those with a disability. • Use of alternative assessment tools used to track small steps of progress, set appropriate targets for individual pupils and inform appropriate interventions. • SENDCO to provide staff training through bespoke workshops supporting SEND : Autism, ADHD, Responsibilities and Reform. Specialist training ie tracheostomy, diabetes, epilepsy given to appropriate staff by outside specialists. <p>2024-2025 Training focus: social, emotional and mental health.</p> <ul style="list-style-type: none"> • Implementation of advice from outside agencies including: Speech and language service, SENISS, Educational Psychology, School health, CAMHS, etc • iPads linked to IWB for partially sighted children. • Access to Play Therapy Services to support children with SEMHwhere appropriate. • Staff deliver Lego therapy support based on training delivered by SENDCo. • To ensure educational visits and extra- curricular activities include SEND children and they are not negatively discriminated against. • To utilize classroom quiet zones and intervention spaces to maximise learning opportunities | Teachers SENDCo SLT | Ongoing as / necessary | <p>Enhanced awareness of diversity and full inclusion for pupils with SEND.</p> <p>Improved quality of teaching and learning for children with SEND, high quality teaching , good and outstanding for children with SEND.</p> <p>SEND team to work in classes where needed to provide support.</p> <p>Differentiation in books seen by monitoring by SENDCO and SLT.</p> |

| AIM | STRATEGY | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|--|-----------------------------|---|
| To improve and maintain access to the physical environment for children, staff, parents, carers and Governors. | <ul style="list-style-type: none"> Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') the school building and grounds. Create access plans for individual disabled children as part of the SEND process. Ensure staff and governors can access areas of school used for meetings and gatherings. Reminder to parents and carers through school messaging system (Parents2Teachers), dojo to let us know if they or their children, have problems with access to areas of school building or grounds. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. | SENDCo SLT Deputy / Assistant Headteacher Headteacher | Ongoing / as necessary | <p>All staff & governors are confident that their needs are being met when considering accessibility.</p> <p>Continuously monitored to ensure any new needs arising are met</p> <p>Parents have full physical access to all areas of school when appropriate.</p> <p>PEEPs are prepared and reviewed as individual needs change.</p> <p>Evacuation Chair readily available for children with physical needs</p> |

| AIM | STRATEGY | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|---|-----------------------------|---|
| To monitor the delivery of information for children, staff, parents, carers and Governors. | <ul style="list-style-type: none"> To provide school information in a variety of formats school website, dojo, twitter, letters home, emails, leaflets and verbally to those parents or visitors with literacy difficulties. For information to be available in other languages or through interpretation in a timely manner where necessary. Translated forms where necessary including admissions to be readily available. For all information to be available in plain English without the use of jargon, abbreviations or un-necessary words. To use correct punctuation, clear fonts, preferred formats (Arial) for all information. Provide letters on coloured paper, at request of parents. Parent voice captured in 2023 questionnaire, Headteacher meetings September 2024, 25. (updated parental questionnaire due) Regular coffee mornings, parent workshops across the academic year. | Office Admin Teachers SENDCo SLT | July 26 | <p>Improved communication for all.</p> <p>Parents are empowered and able to understand information sent home.</p> <p>Reduction in missing appointments, events, school information.</p> |

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed jointly by Mr G Anders (Headteacher) & Mrs G Langley (Assistant Headteacher & Inclusion Lead)

It will be approved by the chair of Governors Mrs H Harris.

5. Links with other policies

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

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