



Accessibility Plan

2026- 2029

Reviewed September 2026
Then every 3 years

Introduction

At Enfield Academy of New Waltham, our values reflect our commitment to a school where there are high expectations of all pupils and staff. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Our school is an inclusive school. We ensure all children feel included in all of our activities. We make all our teaching fully inclusive. We recognise the entitlement of all children to a broad, balanced curriculum and we have systems in place for early identification of barriers to learning and participation so that all children can engage in school activities with their peers. We have high expectations and set suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality, or ethnicity will be discriminated against. The school's Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

The Academy Improvement Committee (AIC) must fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4)

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in compliance with paragraph 3 of Schedule 10, relating to Disability, of the Equality Act 2010, as per the link below:

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10> .

School AIC members are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) an impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Enfield Academy of New Waltham's Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate need, where practicable. It relates to the key aspects of physical environment, curriculum, and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- Academy Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The priorities for the Accessibility Plan for our school were identified by:

- Principal
- SENCo
- Site Manager
- Trust Premises Director
- AIC members

Accessibility Plan

Enfield Academy of New Waltham

EQUALITY AND INCLUSION

Target	Tasks	What will success look like	Responsibility	Monitoring
To ensure that all policies and practice consider the implications of access for those with a disability	Consider access and inclusion during review of policies	All policies reflect current disability legislation and cater for all needs	All staff AIC	SLT
To increase participation and access to the wider curriculum for all pupils	• Audit participation in extra curricular activities and identify and barriers. • Ensure a wider range of opportunities beyond sports clubs are available to children in all year groups. • Ensure all activities at school are accessible to all pupils by making reasonable adjustments. • Investigate TA flexibility to offer extra-curricular activities • Seek advice re accessibility for residential trips and trips to venues outside of school • Keep up to date risk assessments • Provide additional staffing to allow reasonable adjustments to be made	An increased number of children will be accessing the wider curriculum opportunities. A wider programme of enrichment opportunities is offered.	All Staff Pupil Premium Champion SENCO	SLT

PHYSICAL ENVIRONMENT

To ensure that the school building and grounds are accessible for all children and adults following a period of building works. Continue to improve site access for all.	• Yearly Health and Safety Audit to review all procedures around accessibility. • Weekly walk of the entire site by H & S co-ordinator • Ensure any issues with accessibility are addressed immediately. • Building contractors and representatives from the LA to ensure that all new building work is fully compliant with regulations for accessibility as per the equality act 2010.	The school site will be fully accessible to all stakeholders. The new building works will be fully compliant with regulations. Staff will regularly report to SLT where safety concerns are raised.	H & S Co-Ordinator Site Manager SENCo Principal	JD/VB
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To ensure that all signage and access/exit routes are clearly marked around the school	- Draft and write individual plans to meet the needs of any individually identified pupils or staff members - Ensure that all signage is correctly positioned following building works	All access/exit routes are clearly marked Emergency exit signs are correctly installed and positioned	H & S Co-ordinator Site Manager Building contractors	SLT
CURRICULUM				
To ensure that all staff are equipped with the skills and knowledge to meet the needs of children with SEND	- Staff audit of skills - Ensure that at least termly CPD is offered to all staff including to all staff. - Ensure that CPD is tailored to the emerging needs of our children	Staff are competent in supporting the varied needs of children with SEND. Children are well supported in a fully inclusive environment where staff are ambitious for those children Any arising need for CPD is identified and delivered in a timely fashion	SENDCo All Staff	SLT
To provide an effective learning environment for all	- Review accessibility of ICT equipment and its functionality. - Prioritise new equipment to lease/purchase to enable full access to the curriculum - Ensure that no children are excluded from activities on a cost/disability ground. - Ensure that any additional resources required are specific to the needs of individual pupils. - Organise classrooms to ensure that the layout of furniture and resources supports the learning processes - Staff pay particular attention to the positioning of students in their classroom to ensure specific needs are supported and catered for - Ensure that classrooms are calm, uncluttered environments, which promote effective learning and avoid overstimulation	Staff understand, and use, the 'Clever Classrooms' approach when designing their classroom environment ICT equipment is used effectively by pupils and staff to support their learning New ICT equipment is leased/hired according to the trust schedule and specific need identified in school Classrooms are calm, supportive environments where children are given the tools to thrive.	All Staff Computing Lead Trust Lead for Computing	SLT
To meet the needs of all pupils undertaking the statutory end of Key Stage Tests	- Modified large print, braille or adapted papers are ordered and prepared as necessary. - Additional time/scribes/ use of equipment/readers... will be applied/applied for, as necessary.	All children are able to fully access the end of key stage tests, with any potential barriers removed	Y6 Teacher SENCO Principal	SLT
WRITTEN INFORMATION				
Ensure that all members of the school community can access information received from school or within school	- Ensure documents are readily available in alternative formats where necessary e.g. large print/Braille. - Review accessibility of online communication with parent/carers e.g. use of a translator via ClassDojo - Use of technology within school to provide visual prompts to support Communication and Language barriers.	All parents/carers have access to information in a format suitable for their needs All staff are familiar/ have been provided with CPD for platforms that provide visual resources for children e.g. Widgit	SENCO All Staff	SLT