



Accessibility plan

Northbrook Primary Academy



Approved by: Head

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

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

Northbrook Primary Academy believes that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Northbrook Primary Academy aims to include all children with SEND to take part in the activities of the school alongside those who do not have SEND, and Northbrook Primary Academy will make arrangements to support those who have medical conditions.

All Children have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to Children achievement will mean that Children with SEND and disabilities will have access to a full curriculum. Northbrook Primary Academy is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Northbrook Primary Academy has a zero tolerance towards discrimination of SEND Children. We actively promote equality of opportunity.

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, including:

- Children,
- parents,
- the Headteacher and members of staff,
- Local Academy Councilors

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 Children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that disabled Children faces in comparison with non-disabled Children. 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.

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	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
<p>Increase access to the curriculum for Children with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all Children • We use resources tailored to the needs of Children who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all Children, including those with a disability • Targets are set effectively and are appropriate for Children with additional needs • The curriculum is reviewed to ensure it meets the needs of all Children 	<ul style="list-style-type: none"> • Awareness of issues regarding Children with chronic medical conditions including Diabetes, Asthma and Anaphylaxis. • Children able to access medical support without the need to explain their (confidential) medical condition allowing them to feel part of an inclusive school • Provision of a highly differentiated curriculum for Children with significant learning needs in KS1 and KS2 • Develop awareness of staff on recommended accessible formats of resources to support learning such as coloured paper, overlays, use of a Word Processor for extended writing, seating position in class etc 	<ul style="list-style-type: none"> • Regular training and updates from Health • Update staff via email, Briefing updates, medical/send lists and SIMs updates • Development and delivery of a planned CPD programme to support staff in an effective delivery of the curriculum. • Regular review of the learning needs of Children with specific disabilities such as and including Dyslexia, ASD, ADHD, 	<p>Ongoing</p> <p>SENCO/Inclusion Manager</p> <p>All Staff</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted where possible to the needs of Children as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Short term</p> <ul style="list-style-type: none"> • Access to disabled toilet facilities • Risk Assessments (RA's) carried out for both temporary and long-term health conditions. • Accessibility for parents and Children with disabilities on parent evenings. • This Accessibility plan will be reviewed every three years by the Trust Estates Manager/COO in consultation with the LAC Committee and Audit & Resources Committee of the Trust. The overall delegation for the Accessibility Plan lies with the Headteacher. • Create access, handling and movement plans for individual Children with diagnosed physical needs, particularly those with an EHCP. • Review evacuation procedures and put in place Personal Emergency Evacuation Plans (PEEP) for any Children or member of staff with a disability. <p>Medium/Long term plans:</p>	<ul style="list-style-type: none"> • RA to be completed on return to school and distributed to staff • Access plans to be developed where necessary with relevant professionals such as Occupational Therapy/Specialist Teacher input. • Advise staff of evacuation procedures and review effectiveness following regular evacuation drills. • Ensure all visitors to site are aware of their responsibilities in the event of an evacuation. • Ensure all areas of school that have wheelchair access are visually checked weekly to ensure no obstacles exist. • Improve signage for visually impaired eg use of yellow strip marking edges. 	<p>Ongoing</p> <p>Operations Manager SENCO/Inclusion Manager All Staff Trust Estate Manager</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
<p>Improve the delivery of information to Children with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Access to the online learning platform, Seesaw • Access to use of Chromebooks • Large print resources and use of coloured paper where appropriate • Induction process 	<p>Ensure that all information is in an accessible format for Children, staff, parents and visitors</p> <p>Short term</p> <ul style="list-style-type: none"> • Access to Chromebooks or tablets • Use of enlarged printed documents and use of coloured paper/overlay as recommended by professionals • Ensure Children and staff with visual impairments can access all information • Monitor ways to improve delivery of information and provision of information in different formats (eg Braille) when required/requested. • Provision of paper based learning if online learning is not accessible ie during periods of Lockdown during COVID. 	<ul style="list-style-type: none"> • Ensure all information is displayed on the school website and in letters so that parents can access, ie hard copy letters/information to be sent to households who do not have access to a computer device. 	<p>Ongoing</p> <p>SENCO, Inclusion Manager, Reception/Front Office All staff</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 approved by the Local Academy Council.

5. Links with other policies

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

- Health and safety policy.
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report