NORTH HEATH

COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN

2026 – 2029

Signed by:

Nicky Chesshire

Claire Coles

_____

Headteacher

_____

Chair of Governors

Approved October 2026

Next Review: October 2029

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

At North Heath Community Primary School, we nurture kind hearts, creative minds and courageous spirits, placing inclusion at the heart of all we do so that every child and adult feels valued, safe and empowered to reach their full potential. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without any kind of discrimination. At North Heath, we believe everyone is equal and should be treated with dignity and respect.

Guided by our values of kindness, creativity and courage, we have designed a constantly evolving, ambitious inclusive curriculum that inspires curiosity, celebrates individuality and supports every pupil to grow into a confident, responsible, resilient member of our community. Each unique individual should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity. We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as valued individuals, according to their needs, with an awareness of our diverse society. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of actions, words, policies or procedures that lead to less favourable treatment of people or groups with, but not limited to, protected characteristics:

- Age
- Disability
- Sex
- Religion or belief
- Race including colour, nationality, ethnic or national origin
- Sexual orientation
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave

This plan will be available online but paper copies are available on request.

LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010 Equality Act 2010: advice for schools - GOV.UK. 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 SEND code of practice: 0 to 25 years - GOV.UK, '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.

ACTION PLAN

Improving Curriculum Access			
Target	**Strategies**	**Timescale**	**Success Criteria or Outcomes**
All pupils have appropriate provision for learning	• Inclusion Lead to work with teachers to review SEN pupils' access to the curriculum • Continued focus on CPD for QFT and adaptive practice • Monitoring of provision (Inclusion Lead, SLT, subject leads) • Where appropriate, liaise with external professionals eg SALT/OT/Hearing Support to ensure knowledge and use of appropriate strategies and resources	On-going with termly reviews	✓ All pupils have access to an ambitious broad and balanced curriculum
Teachers use their knowledge of age-related expected outcomes for writing to raise progress across the school	• Standardisation work ensures teachers have appropriately ambitious expectation • Regular moderation identifies progress, gaps and next steps • Monitoring of books and outcomes ensures progress for all pupils, particularly those who are most vulnerable	On-going with termly reviews	✓ All pupils make good progress from their starting points ✓ Teachers can identify next steps for pupils/groups of pupils within their classes ✓ T all levels, there is a focus on disadvantaged and vulnerable pupils
School Attendance for all groups is consistently above National Expectations	• Identification of pupils whose attendance has caused concern, particularly within vulnerable groups • Research and invest in appropriate support for pupils for whom attendance at school can cause stress or anxiety eg WOWSi • Rigorous monitoring and work with families supports increased attendance • Surveys with pupils and staff identifies any issues that may affect attendance for groups or individuals • HSP group of headteachers and teachers share strategies	On-going with monthly reviews	✓ Attendance for all groups shows improvement and is above National ✓ Pupils' progress and well-being is positively impacted by regular attendance
All pupils have appropriate access to online and technological learning	• Investment in Cloud Solutions, Internet Capacity and chrome books/laptops enables access for all pupils • Liaison with secondary schools provides specialist instruction and access to different types of technology • Development of Chrome Books enables individual logins, thus promoting access and easy monitoring for Internet safety	On-going Regular reviews Monitoring within SDP	✓ All pupils have appropriate access to hardware and software to develop crucial computing skills

Improving Access to the Physical Environment and Information			
Target	**Strategies**	**Timescale**	**Success Criteria or Outcomes**
To be aware of the access needs of disabled children, staff and parents/carers	• All needs to be logged in order for provisions to be made • Create access plans for specific pupils (SEND needs) • Increase staff awareness of needs and disabilities through training • Annual reminder to parents to inform school if there are issues with access (school site and for pupil performances) • Improve clarity of signage around the school • Ensure a PEEP (Personal Evacuation Plan) is prepared and reviewed is someone at school becomes physically impaired • WS grounds reviews (annual) and regular monitoring by site manager and H&S lead (weekly)	On going with at least annual reviews	✓ There is appropriate access to all areas of the school site ✓ Reduction in accidents ✓ Pupils, parent and staff voice shows confidence in the safety of the site ✓ PEEPs are prepared as necessary ✓ Action is taken promptly is issues arise through regular inspection
The school community is Risk assessment aware (including allergy, fire, H&S)	• Staff receive appropriate training for elements where Risk Assessments are necessary (including fire, allergy, H&S) • Processes are in place for the development and reviews of risk assessments • The community are made aware of updates to guidance within Risk Assessments	Annually	✓ Risk assessments are kept up to date ✓ Training log kept ✓ Staff are risk aware
All pupils have safe and equitable access to learning and play spaces around the school	• Identification of any hazards on site and action taken where necessary • H&S guidance followed (eg yellow stair nosings) • Development of outdoor environment including the installation of active and/or adventurous equipment • Monitor and maintain clear play surfaces with minimal trip hazards • Ensure pathways are accessible	On-going	✓ All pupils have safe access to school playgrounds, outdoor spaces and resources ✓ Sensory Circuits are enabled through appropriate provision of time and space
Evacuation and Emergency Procedures	• Review and redevelopment of emergency plan (annually) • Software enables quicker, safer messaging to all staff • Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency. • All staff to be aware of roles and responsibilities • Regular practice	On-going but at least annually	✓ All pupils and staff, including any with disabilities can safely evacuate from the site

MONITORING ARRANGEMENTS

This document will be reviewed and updated every 3 years. It may be reviewed and updated more frequently if events and changes necessitate that. Elements within it may be monitored and reported on annually to the governing body. The plan will be reviewed by the headteacher.

It will be approved by the Governing Board.

LINKS WITH OTHER POLICIES

This accessibility plan is linked with the following policies and documents

- Health & Safety policy
- Risk assessment policy and records
- SEN information report
- SEND policy
- Equality Information