



North Park Primary School

Accessibility plan

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 services 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.

At North Park Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning.

We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We work to ensure respect for cultural diversity and celebration of achievement and a commitment to shared values that encourage the growth of confidence in every child. Through our whole school ethos, everyone is valued.

The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need. The quality of care provided throughout the school day will promote independence and self-esteem in all pupils.

Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences are appropriate to each child. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 1 and beyond to KS2.

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.

The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self-discipline and the awareness that each person is responsible for their own actions.

We nurture and care for children and their families, appreciating individuality, identifying special needs early and developing enthusiasm and enjoyment for learning. Sharing our experiences, our ideas and our resources amongst others so everyone has the chance to achieve.

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.

North Park Primary School's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors. Where necessary, other outside agencies and specialists have also been consulted. The document will be used to advise other planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a 3-year period ahead of the next review date. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Continue to increase access to the curriculum for pupils with SEND or a disability, as necessary	Our school offers a fully differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Outcomes are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Ensure thorough handover of information from each year group including different nursery providers. Review all policies and ensure they reflect inclusive practice and procedures. Keep up to date with all safeguarding training. Ensure lessons are appropriately differentiated. Review attainment of all SEND pupils. Take account of variety of learning styles when teaching within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)	Handovers to take place at the end of each year in preparation for the following year or when a pupil is transferring into school. Reception teacher and SENCO to meet incoming Nursery children, parents and feeder Nursery Schools to ensure effective transition Year 6 teacher and SENCo to liaise with secondary schools to ensure effective transition Effective liaison with external specialists for advice and guidance as necessary, to help inform and guide practice in school	Head teacher SENCO Teachers	ongoing	Procedures / equipment / ideas set in place by the time the child starts the newclass. All policies clearly reflect inclusive practice and procedure. Children make good progress in accordance with their ability and achieve their targets. Progress made towards Support Plan targets. Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
Improve the effectiveness of assessment recording	Pupils are monitored and tracked using in school assessment records and staff know pupils well	Ensure assessment procedures are in place to track and monitor progress	Develop comprehensive records to track assessment for pupils with	SENDCo	July 2025	Clear pupil records for progress and attainment are embedded in practise

for pupils with SEND		and attainment	SEND who are working below key stage objectives			
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues, etc	The SENCO works closely with a range of external agencies and ensures advice is reflected in procedures and provision in school	To ensure continued collaboration between all key personnel - meetings will be scheduled with specialist agencies as part of inductions and review processes, as necessary	SENCO to maintain good communication with external agencies and report regularly to senior leaders; SENCO to maintain effective records of communication	SENDco	Ongoing	Expert advice and guidance is used to effectively inform provision in school
Improve the delivery of information to pupils with a disability, if necessary	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (where necessary) • Pictorial or symbolic representations 	Signage available to notify the available of alternative written forms.	Ensure correct contact details are offered to parents	Admin manager and Headteacher	Ongoing and as necessary	School will be able to provide written information in a variety of forms and disabled pupils and their families will be aware that this is a possibility.

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 governing board and the Head teacher.

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 (SEND) information report
- Supporting pupils with medical conditions policy