



NORTHFIELD
PRIMARY SCHOOL

Accessibility Plan



Summary:

At Northfield Primary School we provide a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act 1995 (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Author	SENDCo		
Applies to: (please check as appropriate)	Staff ☒	Pupil ☒	Community ☒
Approved by:	Head of Pastoral and Inclusion		
Available on:	Compliance Library ☒	Website ☒	
Date of Approval:	October 2025		
Date of Next Formal Review:	September 2026		
Review Period:	Annual		
Version:	2.0		

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1. Introduction

The Accessibility Plan and the school's action plan forms part of the Disability Equality Scheme and sets out how the school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the school has had key duties to follow, including:

- Not treating disabled pupils less favourably for reasons relating to their disability;
- Making reasonable adjustments for disabled pupils so they are not at a substantial disadvantage;
- Planning to increase the access to education for disabled pupils.

This plan sets out to meet the requirements by:

- Increasing the extent to which disabled pupils can access the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education;
- Improving the availability of accessible information to disabled pupils.

2. Our Children

The children in our school are at the very centre of school life. We want them to feel welcomed, safe, secure and part of our school family. They need to experience excitement, fun, enjoyment and challenge, so we provide a broad and balanced curriculum to meet these needs. Children are expected to work hard and achieve the very best they are able to. We want our children to be able to communicate, respect and value all of those around them, regardless of age, background, culture and belief and so we encourage and expect good manners, behaviour and conduct. We want our children to have good memories of their time at Northfield Primary School, but also to take away with them achievement, confidence, respect for and tolerance of others and above all, curiosity – the vital ingredient that turns ability and application into real achievement.

3. Links to other documents

This document links to other SEND documents published on the school website including: The SEND report; Local Offer; Supporting Pupils with Long Term Medical Conditions Policy and the SEND Policy.

4. Monitoring procedures

This Accessibility Plan is reviewed termly by the SENDCo and the Senior Leadership Team. Further revisions are made every three years following consultation with the wider school community, school council and parent questionnaires.

It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Appendix 1 is the action plan which has been created to structure the improvement in the provision for disabled pupils.

5. The Plan's focus

As part of the action plan, the physical environment and the external areas of the areas and buildings have also been reviewed. Northfield Primary School intends to make continuous upgrades and adaptations to meet the needs of all children and to ensure that every child can access all aspects of the education offered as part of the curriculum.

To improve the delivery of information to disabled pupils, Northfield Primary School will continue to use the services offered by Wakefield Local Authority to convert written information into alternative formats. Consideration is also taken when sending letters home.

As well as supporting physical access to the building and the curriculum, the school works closely with additional specialist services to support learning difficulties, including:

Wakefield Inclusion Special Educational Needs & Disabilities Support Service
Visual Impairment Advisory and Support Service
Occupational Therapists and Physiotherapists
Speech and Language Therapy
Behaviour support service
Educational Psychologist Service

6. Training

Where appropriate, the school gives training to all staff who work with SEND children. We try to cater for the training needs of our staff to keep up to date with the most relevant and recent practices. For example, individual teachers and support staff may attend professional development sessions led by external agency professionals, e.g. ASD, visual impairments, dyslexia and attachment. They are also guided and supported by external agencies to implement new strategies and intervention methods.

7. Supporting the emotional and social development of pupils with SEND

Children at Northfield Primary School are supported in a variety of ways. These include:

Restorative practice
One Page Pupil Profiles
Small group work
Circle time sessions
ELSA trained Learning Mentor support

We also have a Learning Mentor, **Mrs Heather Hirsch**, who works closely with children and teachers throughout school to support the former in making appropriate behaviour choices.

Supporting partnerships to help develop and implement the plan

See above in **Monitoring procedures** section.

8. Handling complaints from parents of children with SEND

Wherever possible, we ask that parents remain in close contact with the school and the class teacher in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve an issue, parents/carers may access the Ark Schools (Pontefract Region) Complaints Policy, available on the school's website.

Section 2: Aims and Objectives

Our aims are to increase access to the curriculum for pupils with a disability, improve and maintain access to the physical environment and improve the delivery of written information to pupils.

1. Increase access to the curriculum for pupils with a disability

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
One-page profiles (OPP)	OPP are precise and monitored each term.	Monitor progress Involve agencies Evaluate interventions Collate OPP/SMTL data	Dates organised for data collection and staff to meet with parents as part of PPTM meetings	SENDCo	Each term
Policy and Procedure	SEN policy	SEN policy reviewed and updated each year.	Review and revise SEN policy	SENDCo	Annually
SEN audit	Audit of current practice and interventions in school	Monitor the impact of the interventions in school Data analysis Gather views of the pupils Discuss with members of staff Gather views from parents	Intervention reports completed Seek opinions from parents. Ask SEN children for feedback of provision in school	SENDCo	Each term
Meeting the needs of all pupils	Tracking progress	Audit interventions Interventions run by SEND LSAs following outside agency guidance	Data analysed in termly report Pupil progress meetings SEND and MA register updated each term Interventions monitored	SENDCo	Each term
Intervention tracking	All interventions are appropriate and assessed.	Collect data and intervention impact reports	Feedback from SEN LSAs SENDCo to feedback to staff	SENDCo/Teachers/LSA's	Each term
Staff training	Ensure staff are trained to support	Staff to continually develop CPD	Implement where required	SENDCo/Trainers	Link to staff need and development

	pupils in the most effective way Quality first teaching and support for TAs	Shared training with LSAs			
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2. Improve and maintain access to the physical environment

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Appropriate use of the specialised equipment	Laptops to support Fine motor skills Chair wedge for posture Sloping writing boards OT exercises	Children to access appropriate equipment and interventions to meet their needs Interventions to be monitored and impact recorded.	Respond to the recommendations of the professionals and external agencies	SENDCo Class teacher LSAs	Within 2 weeks of guidance received.

3. Improve the delivery of written information to pupils

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Improved communication with parents	Email system Text service Letters sent home Coffee Mornings	Improve SEND display of leaflets Make staff aware of the services available from the LA	Update and display SEN information and share with parents.	SENDCo	Each term

Section 3: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Number of floors	1 over different levels			
Feature Corridor access	Keep corridors clear from obstructions.	Keep corridors clear from obstructions.	Caretaker	Ongoing
Lifts	2 platform lifts	Annual maintenance	Premises team	Annually
Entrances	Multiple (main office entrance, x5 play ground entrances, Resource entrance, Foundation Stage entrance)	Keep doors clear	Premises team	Ongoing
Wheelchair access to main school building	Maintain low level access to playground independently and two fire escapes.	Maintain low level access to playground independently and two fire escapes.	Premises team	Ongoing
Disabled parking	Spaces to be clearly marked	Spaces to be clearly marked		Ongoing
Reception Areas				
Internal Signage	Fire exit signs clear and exits from the building.	Signage inside to label offices, classrooms, learning areas etc.		Completed
Emergency escape routes	Annual Fire risk assessment		Caretaker	Reviewed annually

This plan has been guided by Schedule 10, relating to Disability of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEND and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of

those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** – access to services within and external to the school to support families where a disability is identified
- **Awareness** – building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Accessibility Audit

Physical Facilities	Process for identifying barriers: • Action planning following site inspections by relevant personnel (e.g. Site Manager, SEND Governor) • Feedback from users of the school via annual questionnaires to all stakeholders. • Needs review for enrolment of pupils through discussion with the Headteacher or liaison with Inclusion Services. • Review of One Page Pupil Profiles / Supporting Me to Learn Plans / My Support Plans / EHCPs for pupils with SEND
	Summary of provision • Disabled parking bay allocated next to main reception. • Adapted handrails have been fitted to both flights of stairs in the school. • There are two disabled toilets in school – one is also a hygiene room with a changing bed, hoist and height adjustable sink. • There are four ramps for wheelchair access around school (one into the ICT resource room, one into the Communication Resource, next to the hall, one in the hall and one into the Foundation Stage). • Specialist furniture has been purchased following OT recommendations for specific children. • There are two platform lifts – one for the stairs next to the Key Stage 1 Entrance and one on the stairs in the long KS2 corridor. • There is a sensory chill out room in mainstream school and one in the Communication Resource.
	Objectives for 2025-2027: • Doors threshold ramps to be provided where required. • Emergency Evacuation Plans to be written as and when required. • Hearing loop installed as and when required. • Visual fire alarm system for pupil/adult toilets as and when required. • Lifting equipment and hoists to be fitted as required. • Cover outdoor walkways as required.
	Monitoring of plans This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.
	Process for identifying barriers • Monitoring of class teaching, learning support and impact on progress. • Data analysis by teachers and SLT at termly pupil progress meetings. • Review of One Page Pupil Profiles / My Support Plans / EHCPs.

School Curriculum	• Feedback and input from parents at consultation meetings with external agencies. • Governor visits. • Termly SEND parents evenings with class teachers.
	Summary of provision: • Laptops, iPads available in classes. • Provision of appropriate sensory processing aids for specific children following advice from occupational therapist. • Staff have attended ASD awareness raising training provided by WISENDSS. • Staff have received ACES and childhood trauma training provided by the EP service. • Selected staff have been trained to deliver Fit to Learn. • 2 members of staff have been trained to deliver Emotional Literacy. • 1 Learning Mentor is ELSA trained. • RWI, Direct Phonics and Accelerated Reader are used to support phonics and reading. • Appropriate staff have received 'Moving and Handling' training. • Speech and language therapists provide resources for specific children. • Advice and training from the Hearing / Visually Impaired services. Hearing aids are checked regularly by a technician from the Hearing Impaired service. • Staff are Team Teach trained as appropriate.
	Objectives for improvement 2025-2027 • Deliver mini-input training at staff meetings and phase meetings to ensure best practise around meeting the needs of learners with SEND (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms). • Staff training to be matched to the priorities determined by current school population. • SALT training to be provided by all staff.
	Monitoring of plans: This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.
	Process for identifying barriers: • Review One Page Pupil Profiles / My Support Plans / EHCPs. • Advice from external agencies. • Requests and identified needs of pupils and parents through discussion, observation, feedback. • Keeping up to date with local, county and national providers for support, e.g. local parent support groups or services. • Governor visits.

Support Services	Summary of provision: • Noticeboards by Key Stage 1 and Key Stage 2 entrance displays information for parents. • One full-time Learning Mentors works in school and is ELSA trained. • Our Learning Mentor is our Mental Health Lead and has completed Mental Health First Aid training. • Regular staff training / updates about Provision Maps / One Page Pupil Profiles / Tracking Interventions. • Regular meetings between Inclusion Manager and EPS to discuss children with SEND. • Regular meetings between Inclusion Manager and WISENDSS to discuss children with SEND. • SALT provide school with interventions for identified children. Objectives for improvement 2025-27 • Regular review of SEND register to identify new pupils. • Develop a system of signposting relevant support/networks to parents of pupils with SEND. Monitoring of plans: This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.
Awareness	Process for identifying barriers: • Observations of learning, pupil comments. • Feedback from pupils, parents, staff and visitors. • Curriculum / provision and assessment review in-line with national changes. • Feedback from external agencies. • Governor visits. Summary of provision: • Staff have attended training on specific areas of SEND where appropriate (e.g. ASD, speech and language, sensory processing difficulties, specific difficulties in acquiring literacy skills). • PHSE jigsaw scheme in place. • Learning Mentors have completed regular training including Emotional Literacy, ELSA and Future in Minds.

	Objectives for improvement 2025-27 • Mark world awareness days by getting involved with suggested events/activities in school (e.g. No Pens Day – for raising awareness of Speech and Language difficulties, ASD Awareness Day, etc). • Training for staff on the Equality Act where appropriate. • Inclusion Manager to update staff about national changes in SEND. • Whole school training for ASD / SEMH linked to the AET (Autism Education Trust) provided by WISENDSS Team.
	Monitoring of plans This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.
Communication	Process for identifying barriers: • Feedback from pupils and parents. • Feedback from external agencies. • Review of One Page Profiles / My Support Plans / EHCPs. • Impact of communication streams in ensuring pupil and parent understanding and participation.
	Summary of provision: • Developed One Page Pupil Profiles for SEND / vulnerable pupils – these give key information on strengths and difficulties for those pupils. • Pro-active parent contact by Inclusion Manager and Learning Mentor to ensure parents of pupils with SEND are listened to and have opportunity to raise concerns or share successes. • Termly review of specific vulnerable pupils. • Regular meetings between school and EP / WISENDSS. • Local offer and SEND policy are on the school website to raise awareness of the availability of alternative forms of communication. • Sensory tents in two locations and a sensory chill out room. • One Learning Mentor has completed ELSA training course. • One Learning Mentor has completed CAMHS training course – Future in Minds.
	Objectives for improvement 2025-27 • Share content of provision maps at parent consultation evenings. • Termly update on SEND pupils at staff meeting and phase meetings to ensure all staff have latest relevant information on specific pupils with SEND.
	Monitoring of plans: This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.