NORTHFIELD
PRIMARY SCHOOL

Accessibility Plan



Summary:

Northfield Primary School is committed to ensuring that disabled pupils, staff, parents, carers and visitors can access school life as fully as possible. In accordance with Schedule 10 of the Equality Act 2010, this Accessibility Plan sets out how we will improve access to the curriculum, the physical environment and information. The school will:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Plan, implement and review reasonable adjustments and accessibility improvements, taking account of the needs of our school community.

Author	SENDCo		
Applies to: (please check as appropriate)	Staff [x]	Pupil [x]	Community [x]
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1. Introduction

The Accessibility Plan sets out how Northfield Primary School will meet its duties under the Equality Act 2010, including Schedule 10. The school will not discriminate against disabled pupils, will make reasonable adjustments where required and will plan to increase accessibility over time. This plan is reviewed alongside the school's Equality Objectives and other relevant policies.

- 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 the school's Equality Objectives and Equality and Diversity Policy, SEND Information Report, Local Offer, Supporting Pupils with Medical Conditions/Managing Medicines Policy and SEND Policy. Together, these documents support the school's commitment to removing barriers, promoting equality of opportunity and ensuring that all members of the school community are treated fairly and with dignity.

Public Sector Equality Duty (PSED)
Northfield Primary School has due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not. The school considers these three aims when developing policies, making decisions, planning provision and reviewing the experiences of pupils, staff, parents, carers and visitors.

1. Eliminating discrimination, harassment and victimisation

The school works to prevent and address discrimination, harassment and victimisation by:

- challenging discriminatory language, prejudice, bullying and harassment, and responding to concerns in line with school policies and procedures;
- ensuring staff understand their responsibilities and know how to report and record incidents;
- making reasonable adjustments for disabled pupils and considering individual needs when planning access to learning and school activities;
- reviewing relevant behaviour, bullying and incident information to identify concerns and take appropriate action.

2. Advancing equality of opportunity

The school seeks to remove or minimise disadvantages experienced by people who share a protected characteristic, meet different needs and encourage participation where it is disproportionately low. This includes:

- identifying and removing barriers to learning, attendance, participation and achievement;
- providing reasonable adjustments, accessible resources and appropriate SEND support or specialist advice;
- monitoring attendance, progress, achievement and participation to help identify patterns or differences between groups;
- ensuring pupils can access trips, visits, PE, enrichment and wider school opportunities, with adjustments where needed;
- working with pupils, families and relevant agencies to understand individual needs and review the effectiveness of support.

3. Fostering good relations

The school promotes understanding, respect and positive relationships between people who share a protected characteristic and those who do not. This includes:

- promoting respect, inclusion and diversity through the curriculum, assemblies, PSHE and everyday school life;
- helping pupils understand and value different backgrounds, identities, beliefs, needs and experiences in an age-appropriate way;
- challenging stereotypes and prejudice and encouraging pupils to treat others fairly and with dignity;
- providing opportunities for pupils to work collaboratively, build positive relationships and contribute to the school community;
- working in partnership with parents, carers and the wider community to promote inclusion and mutual respect.

The school will consider the impact of its actions through relevant equality information, feedback from pupils, parents/carers and staff, records of incidents, participation and achievement information, and reviews of provision. Findings will inform the school's Equality Objectives and the ongoing review of this Accessibility Plan.

4. Monitoring procedures

The Accessibility Plan is monitored termly by the SENDCo and Senior Leadership Team, with a formal review at least every two years. Reviews will draw on site and curriculum accessibility audits, pupil and parent/carer voice, staff feedback, incident and attendance information, and advice from relevant specialist services. The plan will be updated sooner where changes in pupil need, the school environment or provision make this necessary.

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

The physical environment, including the school buildings, grounds and routes around the site, will be reviewed through an accessibility audit at least annually and when significant changes are proposed. Identified barriers will be recorded, prioritised according to safety, the needs of current and prospective pupils and the impact on access, and considered through premises planning and available resources. Progress will be reviewed termly by the SENDCo, Senior Leadership Team and premises team.

To improve the delivery of information, Northfield Primary School will consider the communication needs of disabled pupils as well as parents, carers and visitors. Information will be provided in an accessible format where reasonably required, which may include simplified or enlarged text, visual supports, symbols, photographs, audio, alternative communication methods or adapted digital information. Individual communication requirements will be recorded in relevant pupil plans and reviewed with pupils and families. The school will seek advice from Wakefield Local Authority and specialist services where appropriate.

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, 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 Pontefract Academies Trust Complaints Procedure, available both on the website of the school and that of Pontefract Academies Trust.

Section 2: Aims and Objectives

Our aims are to: increase access to the curriculum for disabled pupils; improve and maintain access to the physical environment; and improve the delivery of information to disabled pupils in formats that meet their communication needs.

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.	Review progress and needs recorded in One Page Profiles (OPPs) and Supporting Me to Learn Plans (SMTLs); involve pupils, parents/carers and relevant agencies; evaluate the impact of adjustments and interventions.	Review OPPs/SMTLs at least termly and following significant changes in need. Record agreed adjustments, actions, review dates and evidence of impact through pupil progress and parent consultation meetings.	SENDCo	Each term
Policy and Procedure	SEN policy	Review the SEND policy annually and check that procedures support reasonable adjustments and access to learning and wider school life.	Update the policy where required; communicate relevant changes to staff and monitor implementation through leadership checks.	SENDCo	Annually

SEN audit	Audit of current practice and interventions in school	Audit curriculum access and the impact of interventions, including participation in lessons, trips, visits, PE and extracurricular opportunities. Gather pupil, parent/carer and staff views.	Complete a termly review of identified barriers and intervention impact. Record actions, named leads and review dates; use findings to inform provision and staff support.	SENDCo	Each term
Meeting the needs of all pupils	Tracking progress	Identify pupils who experience barriers to learning or participation and agree appropriate reasonable adjustments, adaptations and specialist advice.	Review progress and participation at termly pupil progress meetings. Check that agreed adjustments are in place and update the SEND and medical needs records as appropriate.	SENDCo	Each term
Intervention tracking	All interventions are appropriate and assessed.	Collect baseline and review information for interventions and adjustments; evaluate whether they improve access, engagement, independenc	Use intervention records, assessment information, observations and pupil voice to evaluate impact at least termly. Adapt or discontinue provision where it is not effective.	SENDCo/Teachers/ LSA's	Each term

		e and progress.			
Staff training	Ensure staff are trained to support pupils in the most effective way Quality first teaching and support for TAs	Provide staff development in response to the needs of the current pupil population, including inclusive teaching, disability awareness and reasonable adjustments.	Identify training through staff and pupil needs, audit findings and specialist advice. Evaluate impact through learning walks, staff feedback and review of pupil access and participation.	SENDCo/Trainers	Link to staff need and development

2. Improve and maintain access to the physical environment

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Physical accessibility and specialist equipment	Specialist furniture and equipment are provided following assessment or advice from relevant professionals, including occupational therapists.	Identify, record and prioritise barriers to physical access across buildings, classrooms, toilets, playgrounds, entrances and routes around the site. Ensure required specialist equipment and reasonable adjustments are available	Complete an accessibility audit at least annually and when significant changes are proposed or a pupil's needs change. Create an action log with priority, responsible person, resources, target date and completion status. Review progress termly;	SENDCo; Premises team; SLT; class teachers	Annual audit; termly review; urgent risks addressed immediately. Individual equipment actions within agreed timescales following professional advice.

		and maintained.	respond to urgent safety/access issues promptly.		

3. Improve the delivery of written information to pupils

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Accessible information for pupils, parents/carers and visitors	School uses email, text messages, letters, meetings and visual information. Alternative formats and communication supports are used where identified.	Identify the communication and information needs of disabled pupils and adults. Ensure pupils can access key information, learning resources, routines, safety information and opportunities to participate in school life.	Record individual communication needs in relevant pupil plans; provide adapted formats such as visual supports, symbols, simplified or enlarged text, photographs, audio or alternative communication methods as appropriate. Ask pupils and families whether the format is effective and review at least termly.	SENDCo; class teachers; office team; relevant staff	Needs reviewed termly and at transition or when needs change; adaptations made as soon as reasonably practicable.

Section 3: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Number of floors	1 over different levels	Check access during the annual		

		site audit and after significant changes; record any barriers and actions.		
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	Keep disabled parking clearly marked and available; check condition and access during the annual site audit.		Ongoing
Reception Areas	Reception and visitor areas should be welcoming and accessible, with assistance available where required.	Review signage, routes, communication support and arrangements for visitors with disabilities as part of the annual accessibility audit.	Premises team / office team	Annual review
Internal Signage	Fire exit signs clear and exits from the building.	Check that internal signs are clear, legible and appropriately located; consider visual or other communication supports where needed.	Premises team	Annual review

Emergency escape routes	Annual Fire risk assessment	Review emergency escape routes and individual evacuation arrangements where required; ensure relevant staff know the arrangements and that plans are tested/reviewed.	Caretaker	At least annually and when needs change

This plan is prepared with regard to Schedule 10 of the Equality Act 2010. For the purposes of this plan, the school recognises the Equality Act definition of disability and the duty to make reasonable adjustments for disabled pupils.

'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 – ensuring that information is accessible to disabled pupils, parents, carers, staff and visitors, taking account of individual communication needs.

Accessibility Audit

<table>
<tr><td rowspan="3">Physical Facilities</td><td>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</td></tr>
<tr><td>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.</td></tr>
<tr><td>Objectives for improvement 2026–2028
• Complete an annual accessibility audit and maintain a prioritised action log for physical barriers.
• Review individual emergency evacuation arrangements whenever a pupil, staff member or regular visitor requires one, and at least annually while in</td></tr>
</table>

	place. • Review the need for threshold ramps, hearing loops, visual fire alarms, lifting equipment and covered outdoor routes through the annual audit and in response to identified need. • Record the responsible person, target date, resources and completion status for each agreed action.
	Monitoring of plans This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.
School Curriculum	**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. • 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 2026–2028 • Review curriculum accessibility and reasonable adjustments at least termly, including access to trips, visits, PE and extracurricular activities. • Deliver staff development in response to identified pupil needs and audit findings, including inclusive classrooms and communication needs. • Evaluate the impact of adjustments through pupil voice, observations, participation and progress information.

	Monitoring of plans: This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.
Support Services	**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.
	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 abut 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 2026–2028 • Review the SEND register and relevant pupil plans at least termly to identify changing needs and barriers. • Maintain clear signposting for parents/carers to relevant support, services and networks. • Use feedback from families and external agencies to review whether support is accessible and effective.
	Monitoring of plans: This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.
	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.
Awareness	**Objectives for improvement 2026–2028** • Provide age-appropriate opportunities to develop understanding of disability, difference, inclusion and respect. • Challenge stereotypes and discriminatory language through the curriculum, assemblies and school expectations. • Identify staff training needs and provide updates on relevant equality and disability duties. • Review pupil and staff feedback to evaluate the impact of awareness-raising activities.
	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 2026–2028 • Review communication needs with pupils and families and record agreed adjustments in relevant pupil plans. • Provide accessible formats for disabled pupils as well as parents/carers, including visual supports, symbols, adapted text, photographs or alternative communication methods where appropriate. • Seek feedback at least termly on whether information is understood and accessible, and adapt provision where needed.
	Monitoring of plans: This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.