



Accessibility Policy

Date agreed by staff: April 2022
Date agreed by Governors: June 2022
Date to be reviewed: June 2025

*'Nurturing and inspiring our
learners to reach for the stars'*

Northfields School Accessibility Plan – 2022-2023

Identifying Barriers to Access: A Checklist.

Section1: How does your school deliver the curriculum?

NB Appropriate staff training, classroom organisation etc are provided as and when pupils with specific disabilities are admitted to the school.

Question	Yes	No
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Do lessons provide opportunities for all pupils to achieve?	√	
Are your classrooms optimally organised for disabled pupils?	√	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do you provide access to computer technology appropriate for students with disabilities?	√	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	√	
Are lessons responsive to pupil diversity?	√	

Section 2: Is your school designed to meet the needs of all pupils?		
Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	The school is built on a flat site with accessible slopes into most classrooms. All rooms can be accessed from paths which run around outside of the school.	One classroom has steps near the classroom but can be accessed from other directions. One classroom the slope needs adjusting – see action plan.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	As above. All areas of the school are wheelchair accessible. There are ramps into each class if necessary.	Willow class is not wheelchair accessible from one door due to steps, but can be accessed from the second door. Beech class and library slopes needs adjustments – see action plan. Maple class, library and IT suite: internal access needs adjustments – see action plan.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Disabled parking space in main car park. Routes around school logical and parents waiting areas away from classroom doors.	Beech class ramp and library ramp – to be made flatter and alternative direction for safe wheelchair exit not directly into the pathway of travel.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	As children are never left unsupervised, there is no need for a visual alarm as all pupils, including any pupils with such serious hearing impairment that they cannot hear the fire alarm, are escorted outside in the event of an emergency.	

	See Foundation and KS1 fire action plans.	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		Not currently needed.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		Signage is the same in each classroom. Fire evacuation plans include actions for named children with SEND.
Are areas to which pupils should have access well lit?	Yes	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	All classrooms are part carpeted. Advice from professionals actioned quickly for pupils with hearing impairment.	
Is furniture and equipment selected, adjusted and located appropriately?	Yes. Specialist equipment maintained as needed. Professional training for use of equipment and positioning in classroom.	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Elklan training to all staff 2021-2022. Large print when necessary. Books with large lines used when necessary. Glare and lighting considered for pupils with visual impairment. Class environment risk assessed with outside professionals for pupils with visual impairment. Visual signs the same in all classrooms.	

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	VAK Learning. Instructions chunked. Elklan – staff consider speech & language, attention & listening and check for understanding.	Discuss how to make website more parent friendly for those that can't read or EAL.
Do you have the facilities such as ICT to produce written information in different formats?	Yes.	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Training is provided as & when need arises to Teachers and TAs supporting a child with SEND. Advice of outside professionals.	

Action Plan

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	From Beech class door to playground - slope is too steep.	Daily 1:1 adult support needed for wheelchair users to ensure safety.	Wheelchair users will be able to enter and exit classroom unaided.	Urgent	
	From Library door to pathway - slope is too steep. Also lip of the door too high to allow wheelchair user to exit independently.	1:1 adult support needed for wheelchair users to exit safely when used as a fire escape.	Wheelchair users will be able to enter and exit library in case of fire alarm emergency.	Urgent	
	Maple classroom – from internal door to the hall, threshold is too big a bump for wheelchair access, needs to be flattened and lengthened.	Daily 1:1 adult support needed for wheelchair users to exit Maple class into the hall.	Wheelchair users will be able exit classroom independently to attend daily assemblies.	Urgent	

	<p>Growing area – remove hedge stumps to allow wheelchair access safely.</p> <p>Dip/ hole between two play houses at the top of the playground. Not safe for wheelchair users.</p> <p>Library doorway – a bit narrow for some wheelchair equipment.</p> <p>IT suite – doorway area a bit narrow for wheelchair users.</p>	<p>1:1 supervision to ensure wheelchair user does not go over hedge stumps and fall over.</p> <p>High vis cones placed in dip to remind staff and children not to access the school playing field at that point.</p> <p>Consider moving guided reading bookcases to allow doorway to open up fully.</p> <p>Move DT cupboard and blue bin over to make the doorway more accessible.</p>	<p>Wheelchair users to be able to safely and independently access school growing area.</p> <p>Wheelchair users will be able to access the school playing field from any point safely and independently.</p> <p>Wheelchair users will be able to enter and exit the library in any equipment.</p> <p>Wheelchair users will be able to enter and exit the IT suite in any equipment.</p>	<p>Urgent</p> <p>By 2022/2023 academic year</p> <p>By 2022/2023 academic year</p>	
Long Term	<p>Forest School - use of wildlife area, sensory garden & school pond area.</p> <p>Use of blue climbing equipment at playtime and lunchtime</p>	<p>Gloves and knee pads to be worn by child with SEND crawling in wildlife area.</p> <p>1:1 adult confident to support child with SEND in this area.</p>	<p>All children will be able to use wildlife area, sensory garden & school pond during Forest School sessions.</p> <p>All children are able to access and use the playground equipment safely.</p>	<p>Ongoing</p> <p>Ongoing</p>	