

Accessibility Plan

Northgate Primary School



Approved by:	Northgate Governing Body	Date: March 2026
Last reviewed on:	March 2026	
Next review due by:	March 2027	

Our Vision

We want our children to grow to become respectful individuals and curious learners who are resilient in the face of a challenge and have ambition to reach their maximum potential.

We want Northgate to be the primary school of choice for parents and carers, where teaching is excellent and learning experiences are inspiring.

Our Core Values

Curiosity, Ambition, Resilience, Empathy and Respect.

Our core values of ambition, curiosity, respect and resilience reflect our commitment to developing the whole child and underpin our aims.

PRINCIPLES AND OBJECTIVES

- To ensure that the school meets its obligations under the DDA
- In line with the school SEND policy, all pupils are entitled to be fully included in the school environment and to receive a broad and balanced curriculum.
- The school admission policy is the West Sussex Policy for admission to schools.
- This policy should also be read alongside the Racial Equality policy, Behaviour and Anti-bullying Policy, Health and Safety and Equal Opportunities Policy.
- We endeavour to provide effective learning opportunities for all pupils by:
 1. Setting suitable learning challenges which aim to give every pupil the opportunity to experience success and achieve as high a standard as possible.

2. Responding to pupil's diverse needs ensuring that the contribution of all pupils is valued and teachers are aware of the requirements of the equal opportunities legislation.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Purpose of the plan

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed, to be revised as necessary.

All children with a disability will have an individual health care plan in place, written with parents and health practitioners to ensure that ALL needs are considered.

The school SEN policy ensures that staff identify assess and arrange suitable provision for pupils with special educational needs and / or disability.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- A SENDCO, Inclusion assistant and a SEN teaching assistant
- Advice, assessment and support from outside agencies/ specialists/ professionals
- iPads/ Clickr8/ Communication in Print
- Sensory Room
- Nurture Room with a Nurture Room leader

- Blossom and Flourish rooms supporting autistic learners
- Trauma informed staff.
- A therapy dog, Khush
- Interventions for reading, Maths, speech and language, fine and gross motor skills, emotional literacy and concentration.
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Outdoor learning/ Gardening and Forest School area
- Transition arrangements, planning and support
- The school employs a full time Learning Mentor, a Family Link worker and 2 part-time play therapists.
- An SSC for children with hearing impairments. The school employs 2 qualified Teachers of the Deaf, who are the Teachers in Charge of the unit.

The school celebrates diversity, and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively

Northgate School Accessibility strategies:

<u>Aim</u>	<u>Current good practice</u>	<u>Objectives</u> State short, medium and long-term objectives	<u>Actions to be taken</u>	<u>Person responsible</u>	<u>Date to be completed</u>	<u>Success Criteria</u>
Improve access to the curriculum for	Ongoing training for teachers on inclusion and ensuring access for all children to the curriculum.	Audit of pupils needs and staff training to meet these needs.	Ongoing training by specialists and SENDCo to disseminate	SENDCo (SENDCo to organise specialist	Ongoing	Audit of staff training needs shows staff feel

pupils with a disability

There is effective communication with parents with a disability or with a child with SEND. SENDCo and staff contact parents and are available for meetings.

Healthcare plans are written for all children with medical needs

information relevant to training as children with SEND I school. necessary)

more confident in areas.

Improve and maintain access to the physical environment

Appropriate use of specialised equipment benefits individual pupils and staff.

Hoist will be annually serviced and training to be given

Hoist to be serviced annually

HT/
Premises
Manager

Ongoing

Children and visitors with any disability to have access to the whole building and outside areas.

The new building follows all audiological requirements to ensure that children with hearing loss are able to access the entire curriculum.

Training given about medical care of children.

Training given by specialists where appropriate.

HT/
Premises
Manager

ongoing

	<p>The new build will include a wet room with a hoist and electric changing table.</p> <p>Disabled parking available</p>		<p>Governors will carry out audit of accessibility.</p>	<p>HT/ Premises Manager</p> <p>SENDCo/ TiC</p> <p>DHT (Inclusion) / Governors</p>	<p>Ongoing where necessary</p> <p>Ongoing</p>	<p>Staff feel a higher level of confidence in their expertise.</p> <p>Staff and Governors will have a clearer idea about improving accessibility for all.</p>
<p>Improve the delivery of written information to pupils & families.</p>	<p>Appropriate equipment /resources support children with visual impairment and other visual difficulties linked to dyslexia.</p> <p>Coloured paper and overlays for children with difficulty reading from white paper.</p>	<p>Availability of written material in different formats</p> <p>Children will be provided with exercise books and coloured overlays in the colour which suits them.</p> <p>‘Communicate in print’ to be used across the school for visual timetables and</p>	<p>Any child showing dyslexic tendencies will be screened using “Crossbow” assessment and coloured overlay/ appropriate exercise book provided</p> <p>Get advice on alternative formats and use of IT software to produce</p>	<p>SENDCo/ Inclusion Assistant</p>	<p>ongoing</p>	<p>Websites/ apps and other technology/ resources are ordered and children have full access to the curriculum</p> <p>Where possible, signage includes</p>

signage so that signs are more accessible.

customized materials

Communicate in print bought.

Communicate in print symbols.