

Northhill C of E Academy Accessibility Action Plan

This action plan sets out our approach to accessibility to complement the DSAMAT Accessibility Policy and in accordance with the Equality Act 2010. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, trustees, local governors and visitors.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a 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 - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils	Short Term Objectives				
		Review of writing curriculum and how it is meeting the needs of all learners	Discussions with teachers Review of outcomes Discussion with experts	Head of English	March 2026	Review of data for all groups Actions for the future identified
		Resources and their locations to be identified	Review of what the school already has Location of resources to be organised	Subject leaders	June 2026	Staff to know what resources are available and their locations.
		End of the year objectives				
		Curriculum review completed now two year cycle completed	Discussions with teachers Pupil voice Data/Book scrutiny	Subject leaders	August 2026	Clear progression Ordered for a reason Clearly communicated
		Actions identified for the next academic year		Subject leaders	August 2026	SDP created

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Short term objective				
		Review of the needs of the children on our SEND register in regards to resources for communication	Review of SEND list Review of SEND plans	SENCo	March 2026	Needs identified and plan to implement any necessary changes made.
		End of year objectives				
		Current signage to be updated to make them easy to interpret.	Check signage used around school Ensure all fonts are consistent and large	SENCo	August 2026	Signs to be replaced as needed Signs make it easy to find key locations around school.
		End of 2028 objectives				
		Visual representation introduced school wide	Investigate options for visual support e.g. widget Introduce to staff Embed approach	SENCo	August 2028	Visual scaffolds will be consistent in style Use of visual supports for all learners
Improve the physical environment for pupils with a disability	Our school uses a range of methods to allow full access to the site. • Ramp to enter new hall • Disabled toilets in both buildings	Short term objective				
		Improve disabled toilet provision	Check the current condition Tidy environment Remove unnecessary items	Site Agent	March 2026	The room will be clear of clutter and fit for purpose
		End of year objectives				

	No steps to enter the main classrooms	Create a quiet space which children can use when they are feeling dysregulated.	Identify a location where children can be supervised but get space from others Identify equipment we already have in school	SENCo	July 2026	Location will allow for supervision Children will use the space to calm
		End of 2028 objectives				
		Access to the field and outdoor areas for EYFS to be improved for anyone with lower mobility	Review of current processes Budgeting/money raising for any changes that need to occur Floor service to be considered	SENCo Headteacher Office Manager	August 2028	For access to be easy for disabled members of our community

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher in conjunction with the Trust Inclusion Lead.