



Accessibility

POLICY

School Name

St. Andrew's Southgate

Updated

September 2025

Date to be reviewed

September 2026



Accessibility Policy

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The plan will be made available online on the school website, and paper copies are available upon request.

At St Andrew's Southgate Primary School, our commitment to equality and inclusion is deeply rooted in our Christian vision, inspired by the words of the prophet Micah: 'Do justice, love kindness and walk humbly with your God'. We recognise and uphold the protected characteristics defined in the Equality Act 2010 and are committed to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between all members of our school community. We do justice by committing ourselves to opportunity for every child in our care, treating our staff with equity and seeking fairness in the world. Our Christian Values guide our behaviours and attitudes, ensuring that we show love towards all individuals, recognising that we are all created in the image of God. We foster a culture of compassionate empathy where pupils extend a helping hand to one another and where independent thinking empowers our children to question and challenge anything that contradicts our shared values of fairness, respect and dignity for all. Through our exploration of both Christian and Modern British values, we promote an understanding that individual characteristics make people unique and that everyone deserves to be treated with respect. Our school community actively works to build a culture where prejudice, bullying and discriminatory behaviour are not tolerated, ensuring that all pupils feel welcome, valued, respected and that they belong.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Information relating to local authority (LA) procedures can be found in the *Inclusion in Enfield handbook*

https://www.enfield.gov.uk/data/assets/pdf_file/0030/49755/Inclusion-handbook-Informed-families.pdf

The Equality Act 2010 requires schools to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. The following key factors should be considered by the school:

- A vision and set of values based on an inclusive ethos
- A solution focused attitude from all staff
- A pro-active approach to identifying barriers and finding practical solutions
- Strong collaborative relationships with pupils and parents
- A positive approach to managing behaviour
- Strong leadership by senior management and governors
- Effective staff training and development
- The use of expertise from outside school
- Building disability into resourcing arrangements
- A sensitive approach to meeting the needs
- Regular critical review and evaluation

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALES	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Implementation of a continuous cycle of assessment, planning, action, and review to identify barriers to learning • Use of assessment information to adapt teaching approaches for individual pupils • Involve specialists when necessary to support pupils' development • Provide regular training for all staff on high-quality inclusive teaching practices • Ensure staff understand the range of barriers pupils may face • Adapt teaching materials and resources to meet individual needs • Implement reasonable adjustments in accordance with the Equality Act 2010 • Focus adaptations on pupils' long-term success rather than short-term fixes • Consider potential downsides of any 	<ul style="list-style-type: none"> • To implement a robust system for early identification and continuous assessment of pupils' needs, ensuring barriers to learning are identified and addressed promptly. • To ensure all teaching staff have the knowledge, skills, and confidence to effectively adapt the curriculum for all pupils, including those with SEND and other barriers to learning. • To develop and implement a curriculum that is ambitious, accessible, and adapted to meet the needs of all pupils, with clear progression and appropriate reasonable adjustments. • To ensure that all pupils, including those with SEND and other barriers to learning, make good progress from their 	<p>To continue to review the assessment cycle; Review pupil progress regularly, Deliver training on differentiation strategies</p> <p>Review and adapt curriculum materials; Implement reasonable adjustments</p> <p>To continue to build on communication with parents and specialists</p> <p>Review TA deployment; Provide training on supporting independence</p>	<p>SLT, SENCO, Class teachers and Subject Leaders.</p> <ul style="list-style-type: none"> • SLT through pupil progress meetings • Learning walks, lesson observations • Work scrutiny, pupil voice • Parent feedback, meeting records • TA observations, pupil progress data 	<p>Short-term (1-3 months):</p> <ul style="list-style-type: none"> • Audit current differentiation practices across the school • Identify staff training needs • Review existing documentation and planning for differentiation • Begin implementing new approaches and monitoring impact <p>Medium-term (3-6 months):</p> <ul style="list-style-type: none"> • Deliver staff training on differentiation strategies • Learning walks to include sections on adapted teaching • Monitor the implementation of new approaches and measure impact <p>Long-term (6-12 months):</p> <ul style="list-style-type: none"> • Evaluate impact of differentiation 	<ul style="list-style-type: none"> • All pupils, including those with SEND, make good progress from their starting points • Pupils know more, remember more, and can do more as a result of curriculum adaptations • Evidence shows that barriers to learning have been reduced • Staff can demonstrate understanding of pupils' needs and how to adapt teaching • Learning walks and observations show consistent implementation of differentiation strategies • Staff feel confident in adapting the curriculum for all pupils • Individual education plans or provision maps clearly outline adaptations and support • Curriculum plans show clear differentiation for different needs and • Feedback from parents shows satisfaction with curriculum adaptations

	<p>adaptations and mitigate these</p> <ul style="list-style-type: none"> • Work closely with parents, taking their views into account • Consult with external specialists and implement their advice • Share information effectively with local authorities and other agencies • Deploy additional adults to enable all pupils to access high-quality teaching • Use support staff to develop pupils' independence over time 	<p>starting points and achieve well across the curriculum.</p> <ul style="list-style-type: none"> • To establish and maintain effective partnerships with parents, external specialists, and other agencies to support pupils' learning and wellbeing. • To create an inclusive school environment where all pupils feel valued, can participate fully in school life, and have equal access to all opportunities. 			<p>strategies on pupil progress</p> <ul style="list-style-type: none"> • Gather feedback from pupils, parents, and staff • Review and refine approaches based on evaluation <p>Ongoing:</p> <ul style="list-style-type: none"> • Regular review of pupil progress (at least termly) • Annual review of accessibility plan • Continuous professional development for staff 	<ul style="list-style-type: none"> • All pupils have equal access to the curriculum and extra-curricular activities • Pupils feel welcome, valued, respected, and that they belong within the school community • Monitoring shows participation of pupils with SEND in all aspects of school life
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The school has ramped access to the main entrance and reception area • Accessible toilet facilities are available • Visual fire alarm systems are installed in key areas • Corridors are kept clear of obstacles to ensure safe passage • Disabled parking spaces are available near the main entrance 	<ul style="list-style-type: none"> • To audit and improve the physical accessibility of all areas of the school building and grounds, removing barriers and making reasonable adjustments to enable full participation. • To establish a systematic programme for maintaining existing accessible features and upgrading facilities to meet 	<ul style="list-style-type: none"> • Conduct a comprehensive accessibility audit • Prioritise improvements • Improve access to the playground and classrooms • Review and update the accessibility plan annually • Monitor changes in pupil needs 	<ul style="list-style-type: none"> • SLT • Governors • Health & Safety Lead • SENCO • Admin team • Site Manager 	<p>Short-term (0-6 months)</p> <ul style="list-style-type: none"> • Complete comprehensive accessibility audit • Address any immediate health and safety concerns identified • Create/update PEEPs for current pupils with disabilities if required • Conduct staff training on accessibility awareness 	<ul style="list-style-type: none"> • 100% of pupils can access their designated learning spaces independently or with reasonable adjustments • All entrances to the school have level or ramped access • Accessible toilet facilities are available on all floors used by pupils • Doorways meet minimum width requirements for wheelchair access • Circulation spaces allow for safe and

	<ul style="list-style-type: none"> • Handrails are fitted on both sides of main staircases • Signage around the school uses clear fonts and pictorial symbols where appropriate • Regular risk assessments are conducted to identify and address physical barriers • Furniture and equipment can be adjusted to meet individual needs • Lighting levels are appropriate throughout the building • The school site is maintained to ensure surfaces are even and hazards are minimized • Library shelves at wheelchair-accessible height • Disabled toilets and changing facilities 	<p>changing needs and current standards.</p> <ul style="list-style-type: none"> • To enhance signage, lighting, acoustics, and visual contrast throughout the school to support pupils with sensory and cognitive needs. • To implement and maintain systems that ensure all pupils, staff, and visitors, including those with disabilities, can evacuate the building safely in an emergency. • To develop outdoor areas that are accessible to all pupils, enabling full participation in outdoor learning and play activities. 	<ul style="list-style-type: none"> • Mark edges of steps with high-contrast strips • Create Personal Emergency Evacuation Plans (PEEPs) for pupils, staff, and regular visitors with disabilities 		<ul style="list-style-type: none"> • Establish maintenance schedule and reporting system <p>Medium-term (6-12 months)</p> <ul style="list-style-type: none"> • Implement priority improvements identified in audit (e.g., additional ramps, door widening, accessible toilets) • Upgrade signage throughout the school • Improve lighting and colour contrast in priority areas • Develop accessible outdoor pathways • Review and enhance accessible toilet facilities <p>Long-term (1-3 years)</p> <ul style="list-style-type: none"> • Complete all identified improvements from accessibility audit • Install lift access if required and feasible • Fully develop accessible outdoor learning spaces • Ensure all areas of the school meet 	<p>independent movement</p> <ul style="list-style-type: none"> • Parents/carers with disabilities can access all areas they need to visit (reception, classrooms for meetings, hall for events) • Reporting system is established and all reports are logged and actioned • Sensory audit shows improvements in environmental accessibility • Colour contrast is improved on key features (doors, handrails, steps) • PEEPs are in place for 100% of pupils, staff, and regular visitors who require them • Firm, level pathways connect all outdoor learning and play areas • Reduction in reported barriers to physical access • Positive feedback from pupils, parents, staff, and visitors about physical accessibility • Compliance with Equality Act 2010 duties regarding reasonable adjustments
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					<p>current accessibility standards</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Termly checks of all accessibility features • Annual review of accessibility plan • Continuous monitoring of pupil needs and environmental adaptations • Annual fire drill testing of PEEPs when required. • Ongoing staff training on accessibility 	
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • Information is available in large print format when requested • Visual timetables and symbols are used in classrooms to support understanding • Key information is communicated to parents in multiple formats (email, text, letter) • Staff are trained to adapt communication methods for pupils with different needs • The school website meets accessibility 	<ul style="list-style-type: none"> • To ensure that all curriculum materials, resources, and teaching content are available in formats that meet the diverse needs of pupils with disabilities. • To develop and implement communication systems that ensure pupils with disabilities and their families receive information in accessible formats. • To ensure that all digital platforms, online resources, 	<ul style="list-style-type: none"> • Audit all curriculum materials to identify accessibility barriers for pupils with different disabilities • Create a bank of adapted resources • Create symbol-supported versions of key curriculum • Provide translation services if and when appropriate 	<ul style="list-style-type: none"> • SENCO • SLT • IT coordinator • Website manager • Business manager • Head teacher • Governors • External Specialists 	<p>Short-term (0-6 months)</p> <ul style="list-style-type: none"> • Complete audit of curriculum materials and communication systems • Provide initial staff training on information accessibility • Implement dyslexia-friendly formatting as standard • Ensure visual timetables are in place in all classrooms • Review school website 	<ul style="list-style-type: none"> • Audit completed identifying all barriers to curriculum access • 100% of pupils with disabilities can access curriculum materials in appropriate formats • Bank of adapted resources is established and regularly used by staff • All written materials use dyslexia-friendly formatting as standard • Visual supports are consistently used across all classrooms and subjects

	<p>standards for online content</p> <ul style="list-style-type: none"> • Coloured overlays and reading rulers are available for pupils with visual processing difficulties • Visual aids and practical resources are used across the curriculum • Teaching assistants provide additional support to explain information to pupils with communication needs • The school uses a communication book system for pupils with speech and language difficulties • Makaton signs are used to support pupils with communication needs • Audio versions of key documents are available on request • Translations of key documents are provided for families whose first language is not English 	<p>and technology used by the school are accessible to pupils with disabilities.</p> <ul style="list-style-type: none"> • To train all staff in adapting information delivery methods to meet the needs of pupils with different disabilities. • To establish and maintain a range of alternative and augmentative communication systems to support pupils with communication disabilities. 	<ul style="list-style-type: none"> • Ensure online learning platforms are accessible to pupils using assistive technology • Provide training for pupils on using accessibility features on devices • Implement appropriate augmentative and alternative communication (AAC) systems 		<p>accessibility and address urgent issues</p> <ul style="list-style-type: none"> • Assess communication needs of all current pupils with disabilities • Establish protocols for providing information in alternative formats <p>Medium-term (6-12 months)</p> <ul style="list-style-type: none"> • Create bank of adapted curriculum resources • Implement AAC systems for identified pupils • Provide specialist training for staff on specific disabilities • Develop easy-read versions of key school documents • Establish translation services for families when required • Create staff guidance on information accessibility <p>Long-term (1-3 years)</p> <ul style="list-style-type: none"> • Ensure all curriculum materials are 	<ul style="list-style-type: none"> • Translation services are available and used when needed • Easy-read versions of key documents are published on the website • School website meets WCAG 2.1 AA accessibility standards • Accessibility statement is published and regularly updated • All school devices have accessibility features enabled and pupils are trained to use them • Educational software and apps meet accessibility criteria • Appropriate AAC systems are in place for all pupils who need them • Staff demonstrate competence in using relevant AAC systems • AAC resources are available and used in all learning environments • The published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly
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					<p>available in multiple accessible formats</p> <ul style="list-style-type: none"> • Implement comprehensive total communication approach across the school • Achieve full digital accessibility across all platforms • Develop a comprehensive library of accessible resources • Ensure all staff are confident in adapting information for diverse needs • Establish the school as a model of good practice in information accessibility • Create partnerships with specialist services for ongoing support <p>Ongoing</p> <ul style="list-style-type: none"> • Termly review of pupils' information access needs • Annual audit of information accessibility • Regular staff training updates • Continuous improvement of 	<ul style="list-style-type: none"> • Pupils with SEND and other barriers to learning receive effective support and reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice
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					<div>accessible resources</div> <ul style="list-style-type: none">• Monitoring of new technologies and approaches• Annual review of accessibility plan with stakeholder input• Regular testing of digital accessibility with users	
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4. 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 head teacher and approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy