

## Northwood Community Primary School – Accessibility Plan

### Access to the physical environment

Target	Strategies	Responsibility	Timescale
<p>Ensure the school meets the access needs of all disabled children, staff, parents/carers and visitors.</p>	<ul style="list-style-type: none"> <li>• All ground floor rooms are accessible.</li> <li>• Main entrance is accessible. Door entry and reception desk are positioned at a low level.</li> <li>• We are extremely flexible and would take each case on merit and make reasonable adjustments to our practice to provide access to the building.</li> </ul>	<p>Business Manager</p>	<p>Ongoing</p>
<p>Ensure the internal layout of the school meets the needs of all disabled children, staff, parents/carers and visitors.</p>	<ul style="list-style-type: none"> <li>• All visible building room signage to also have braille.</li> <li>• Induction Loop system used in main reception area.</li> <li>• Onsite lift for disabled access to first floor.</li> </ul>	<p>Business Manager</p>	<p>Ongoing</p>

Target	Strategies	Responsibility	Timescale
	<ul style="list-style-type: none"> <li>• Door sensors around the building are positioned at a low level. All doors are released automatically during a fire alarm.</li> <li>• Ongoing checks from the Premises Manager that fire exit routes are clear.</li> <li>• Disabled toilets around the school for pupils.</li> </ul>		
Ensure all plans for building improvement consider disability access.	<ul style="list-style-type: none"> <li>• Any school improvements will be assessed by the School Business Manager and Premises Officer in order to ensure they do not impact on disability access to the building.</li> </ul>	Business Manager	Ongoing
Ensure all disabled children, staff, parents/carers and visitors can be safely evacuated.	<ul style="list-style-type: none"> <li>• Put in place evacuation plans where necessary for specific pupils when required.</li> <li>• The school has evacuation chairs, with staff who have been trained in their use. Ensure ongoing training and refreshers for staff.</li> </ul>	Class Teachers / Inclusion Lead  Business Manager	Ongoing

## Access to information

Target	Strategies	Responsibility	Timescale
Ensure all information to prospective parents/carers is accessible.	<ul style="list-style-type: none"> <li>• Review of school prospectus booklets to check if they need converting into for example large print, different backgrounds and alternative languages.</li> <li>• School website has translate function to support EAL learners and families.</li> <li>•</li> </ul>	Business Manager / Inclusion Team	Ongoing
Clear communication to parents visiting the school.	<ul style="list-style-type: none"> <li>• Communication to parents through SMS text, email and social media.</li> <li>• Ensure parents are asked about their preferred method of communication when starting the school.</li> <li>• Discuss with parents the particular needs of their children when starting the school.</li> </ul>	Business Manager  Class teachers  SEND team	Ongoing

Target	Strategies	Responsibility	Timescale
Clear information communicated to parents/carers.	<ul style="list-style-type: none"> <li>• Letters communicated in plain English or home language for parents/carers.</li> <li>• Ensure school texting service is up to date.</li> <li>• Where parents have EAL, they are offered support from KMBC services such as EAL service and SAS where required.</li> <li>• Range of parent/carer courses and training devised across the year.</li> <li>• Key members of SLT and Inclusion Team have school mobiles which parents/carers can use to communicate with us.</li> </ul>	Business Manager  Inclusion Team  DHT: Curriculum / subject leads  SLT /Inclusion Team	Ongoing

### Access to the curriculum

Target	Strategies	Responsibility	Timescale
Continuous professional development of all staff.	<ul style="list-style-type: none"> <li>• Disability equality policy provided to all staff with a copy on the school website.</li> <li>• Some staff have completed epipen training delivered by the school nurse.</li> </ul>	All staff	Ongoing

Target	Strategies	Responsibility	Timescale
	<ul style="list-style-type: none"> <li>• Some staff have completed tracheotomy training.</li> <li>• Some staff have completed diabetes training.</li> <li>• Some staff have completed epilepsy training.</li> <li>• Some staff have completed defrib training</li> <li>• Most staff have received Sensory Integration training.</li> <li>• Staff in the DSP received Attention Autism training.</li> <li>• Some staff have received training in meeting the needs of children with neurological conditions.</li> <li>• All staff receiving Communication Counts training.</li> </ul>		

Target	Strategies	Responsibility	Timescale
	<ul style="list-style-type: none"> <li>• Some staff trained to L2 Makaton.</li> <li>• Some staff have received Dyslexia awareness training.</li> <li>• Some Teaching Assistants have received training in the use of Active Literacy Kit.</li> <li>• Some Teaching Assistants have received Precision Teaching training.</li> <li>• Some staff training on the use of Numicon.</li> <li>• Most staff trained in the use of IDL (indirect dyslexia training).</li> <li>• All staff employed before 2013 have completed equality and diversity training delivered by KMBC.</li> <li>• All staff have received Restorative Practice training.</li> </ul>		

Target	Strategies	Responsibility	Timescale
	<ul style="list-style-type: none"> <li>• Most staff have received training about Social Stories.</li> <li>• Some staff have received training around Comic Strip conversations.</li> <li>• Most staff have received Emotion Coaching training.</li> <li>• Received I Can accreditation for work with communication development in school.</li> <li>• School were awarded with the Inclusion Quality Mark and Centre of Excellence Status in 2018 and 2022 and renewed Centre of Excellence status in November 2023.</li> <li>• School awarded WAS (well-being award for schools) 2020.</li> <li>• Inclusion team attend ongoing training around SEN and mental health and well-being.</li> <li>• Inclusion team identify SEN and mental health and well-being training for other staff.</li> </ul>		

Target	Strategies	Responsibility	Timescale
Disability equality awareness and incorporation in all curriculum areas.	<ul style="list-style-type: none"> <li>• Ensure consideration and inclusion of disability issues in all areas of the curriculum.</li> <li>• Disability equality is a key part of the PSHEE curriculum within the school.</li> <li>• Use of Makaton in assemblies to welcome the children.</li> </ul>	All teachers / DHT Curriculum  K Black  SLT	Ongoing

Target	Strategies	Responsibility	Timescale
	<ul style="list-style-type: none"> <li>• Some children in Early Years and DSP taught Makaton signs.</li> <li>• Makaton signs/symbols displayed around the school.</li> <li>• Coloured dry wipe boards/ overlays for children with SPLD.</li> <li>• Specialist pens and grips provided for those children who need them.</li> <li>• Bases in classrooms set up to enable children with specific needs to access curriculum.</li> </ul>	EYFS Lead / DSP Manager / Inclusion Lead / SEND Team	Ongoing

Target	Strategies	Responsibility	Timescale
	<ul style="list-style-type: none"> <li>• Regulation Stations in the agoras for children who need them.</li> <li>• Additional staff employed to support high incidence need and additional rooms created to support regulation needs across school.</li> <li>• Specialist resources provided to enable children with specific needs to access curriculum.</li> <li>• Adaptive teaching methods used by class staff to ensure all children have equal access to the curriculum.</li> <li>• Specialist rooms and areas established.</li> <li>• Wear blue for Autism Day.</li> <li>• Wear yellow for Mental Health and Well-being Day.</li> </ul>		

Target	Strategies	Responsibility	Timescale
	<ul style="list-style-type: none"> <li>• Wear purple for DLD (developmental language disorder) day.</li> <li>• We are extremely flexible and would take each case on merit and make reasonable adjustments to our practice to provide access to resources and the curriculum.</li> </ul>		