



NORTHSIDE

Accessibility Policy

Last review: November 2025

Primary School

Ratified:

Review: November 2026

Rationale

This policy has due regard to all relevant legislation and statutory guidance (see links below for reading including, but not limited to, the following:

- [Human Rights Act 1998](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [The Education Act 1996](#)
- [The Children and Families Act 2014](#)
- [DfE 'The Equality Act 2010 and schools'](#)
- [DfE 'Special educational needs and disability code of practice: 0 to 25 years'](#)
- [Road Traffic Act 1991](#)
- [Education \(School Premises\) Regulations 1999](#)
- [Regulatory Reform \(Fire Safety\) 2005](#)
- [Building Regulations 2010](#)
- [School Premises \(England\) Regulations 2012](#)

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Key Principles

We believe we have worked hard at making the entrances and exits accessible for all. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for everyone.

The Equality Act 2010 defines disability as anyone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- E.g. Substantial: The effect must be more than minor or trivial.
- Long-term: The effect has lasted or is likely to last for at least 12 months, or is likely to last for the rest of the person's life. Special rules cover conditions that are likely to recur or fluctuate.

- Normal day-to-day activities: This includes everyday things like eating, washing, walking, shopping, using a computer, or having a conversation
 - physical disability
 - sensory impairment such as visual and hearing
 - mental health problems
 - chronic illness such as asthma, epilepsy and diabetes
 - medical conditions
 - Autism Spectrum Condition
 - special learning difficulties
 - any other conditions which affects people's ability to study

The "protected characteristics" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources. We will;

- identify barriers to access, to regularly review the school premises
- produce an accessibility plan
- make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way
- anticipate the needs of pupils, school personnel or visitors before they join the school

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Northside Values

RESPECT	to value all stakeholders equally regardless of their needs
PRIDE	to have confidence in our abilities and celebrate success
INCLUSION	to work together with families and our diverse community to ensure all stakeholders can access the school buildings, facilities and curriculum
CHALLENGE	to have high expectations of ourselves so we achieve our best
CREATIVITY	to creatively express our feelings and ideas
RESILIENCE	to develop life skills so we fulfil our potential

In Practice

The Governing Body has:

- A duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan.
- Delegated this responsibility to the Headteacher and the Caretakers.
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- Responsibility for ensuring that the school complies with all equalities legislation.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy is updated regularly.
- Responsibility for ensuring all policies are made available to parents.

- Responsibility for the effective implementation, monitoring and evaluation of this policy.

The Executive Headteacher and the Senior Leadership Team will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Provide leadership and vision in respect of equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy.

The Head of School and Inclusion Lead will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate

The Caretakers will work closely with the School Business Manager to carry out the following:

- Undertake an annual audit of all access and exits of the school premises in order to identify any problems and to plan improvements.
- Perform an annual review and update if necessary the accessibility plan for the school.
- Ensure fire risk assessments are in place.
- Seek specialist advice from outside agencies.
- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Monitor the effectiveness of this policy.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Pupils will:

- Be aware of and comply with this policy.
- Listen carefully to all instructions given by the teacher.
- Ask for further help if they do not understand.
- Treat others, their work and equipment with respect.

Parents and Carers will:

- Be aware of and comply with this policy.
- Be asked to take part in periodic surveys conducted by the school.

