

# Djanogly Northgate Academy Accessibility Plan 2024 - 2027

## Our Vision

At Djanogly Northgate Academy all are welcome. We are committed to our children, families, staff and our community. We are an inclusive school where everyone embraces, respects and learns from our vibrant diversity. We inspire each other to value learning, seek challenge and to have high aspirations. Through innovative learning opportunities we will equip our children with the skills, knowledge and attributes that allow them to make choices and take control of their future.

It's in our DNA...

Learning and belonging together

Respecting and valuing together,

Making a difference for life.

## Introduction

Under the Equality Act 2010 it is a statutory requirement that all schools have an Accessibility Plan. Schools "cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Aims

This plan outlines the proposals of the governing body of Djanogly Northgate Academy to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which children with disabilities can participate in the school curriculum
2. Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education and associated services
3. Improving information delivery to children with disabilities and their families

## Responsibilities

### Governing Body

- To uphold and review the principles of the Equality Policy
- To monitor that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

The governing body also recognises its responsibilities towards employees with disabilities and will ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

### Senior Leadership Team

- To ensure that the principles of the Equality Policy are upheld in practice

- To provide appropriate resources to support children with disabilities
- To ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children with disabilities where necessary

#### All Staff

- To ensure that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

### Physical Environment – Djanogly Northgate Academy

Djanogly Northgate Academy is a two form entry primary school, comprising of three main buildings on a on a single campus. There is a ramp access to the main entrance leading in to a covered area and reception area. Access from here to the main hall/dining room is on one floor and fully accessible.

The three buildings are the original 1960's building, a 2013 two storey blue building and a more recent single storey EAL facility. Nursery through to year 1 are housed on the ground floor of the blue building with fully accessible external doors to all classroom areas. Years 2 to 4 are housed on the first floor in the blue building with lift access. There are disabled fire call points at the top of each of the two staircases. Individual fire evacuation plans are written as appropriate and all staff fully informed. There is a disabled toilet on the first floor and by the airlocked entrance.

The original red brick building houses the administrative block, four classrooms, school hall and school kitchen as well as other offices and staffroom. This building is mainly on one level with the classroom block laid out over two floors and having stair access. There is no lift in the building. These four classrooms can be accessed from ground level using the Suez Road entrance. This building also has the designated main entrance into school from Suez Street. This gives access to the main reception/admin area. At this upper level there is also a large playground and a ramp connects this to the rest of the lower site. There is an external fire escape staircase.

Access to the Year 5 and 6 classrooms in the original building is more limited. There is a single internal staircase leading from the hall to the first and second floor. First floor classrooms can be accessed externally via the ramp from the lower playground to the main playground and then through external doors directly to one classroom or through to the corridor for the other classroom. Second floor classrooms can only be accessed via the internal staircase. There is no lift and experts advise that installation of a lift is not feasible. If necessary senior leaders would review the reasonableness of re-allocating classrooms in order to accommodate individual children for whom stairs were an issue. A changing plinth is installed in the first floor disabled toilet.

At the rear of the campus is a single level, self-contained building which houses classrooms and resources for our EAL pupils and other learning support services.

Stairs throughout the site are well lit, have emergency lighting, fire evacuation/exit signage and handrails. The outside ramp linking the top playground to the early Year area also has a hand rail.

The site perimeter has security fencing and the whole site is covered by an alarm and CCTV system.

All outdoor playgrounds are accessible via external ramps. There is no car parking on site but parking in the roads surrounding the academy is not restricted.

### The Parent – Teacher Partnership

Parents are asked about their child's medical details on admission and details are recorded on the Djanogly Northgate Academy admission form as appropriate. Details of any medication or specific medical requirements are then discussed and recorded in more detail in the Medicines Log. Information is shared appropriately and reviewed regularly with key staff, parents and the child themselves. Some children may have an individual healthcare plan where their condition/needs are more complex.

We will consult with parents and appropriate experts when a new child with disabilities is seeking admission or if personal circumstances change for a child already on roll.

### Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

### Monitor and Review

This plan will be reviewed every 3 years or sooner should circumstances require it. Signed by;

Rebecca Spencer      Academy Leader

Gayle Aughton      Chair of Governors

Date: 18.09.2024

### Action Plan

Aim 1: Increasing the extent to which children with disabilities can participate in the academy curriculum			
Objective	Action	Timescale	Responsible
Ensure that children with disabilities are not disadvantaged in PE lessons	Liaise with sports coach to discuss individual children's specific requirements to ensure that they can participate as fully as possible with their peers	As required	James Thanangadan, Natasha Nasir & Sports coaches
Ensure that children with disabilities have the opportunity to go swimming	Liaise with staff at pool/ leisure centre to provide appropriate support for children to change and enter the water safely with appropriate support	As required	James Thanangadan, Natasha Nasir & Swimming teacher
Ensure that all children can participate in off-site visits to support learning wherever possible	Seek to arrange appropriate transport for individual children as required in order that they can go on off-site visits with their peers. Additional costs of specialist transport will be borne by the academy	As required	Class teachers, Natasha Nasir, EVC lead & SLT
Ensure that ASD children have appropriate support to participate in lessons	Visual timetables are used in classes Specialist provision is available as appropriate in 'The Hideout Nurture Room' Children are assessed and appropriate support provided as far as is reasonably possible in a mainstream school	As required	Class teachers, Natasha Nasir, Charlotte Orellana Rachel Hughes
Assess the needs any children with disabilities when they are admitted	Discussions with parents Seek support and guidance from outside professionals if appropriate Assess the capacity of the academy to provide required support Formulate individual support plan	As required	Natasha Nasir
<b>2025 Review:</b>			

<b>Aim 2: Improving the environment of the academy to increase the extent to which children with disabilities can take advantage of education and associated services</b>			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Assess the needs of any children with disabilities when they are admitted	Discussions with parents Seek support and guidance from outside professionals if appropriate Assess the capacity of the academy to provide required support – consider which site might be more appropriate Formulate individual support plan	As required	Natasha Nasir
<b>2025 Review:</b>			

<b>Aim 3: Improving information delivery to children with disabilities and their families</b>			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Assess the needs any children with disabilities when they are admitted	Discussions with parents Seek support and guidance from outside professionals if appropriate Assess the capacity of the academy to provide required support Formulate individual support plan	As required	Natasha Nasir
Ensure that parents and children feel involved and empowered	Regular review meetings to seek views of parents and child	Termly	Natasha Nasir Class teacher
Ensure that information is accessible	Review information on website and ensure that parents/children are aware that there is an accessible version option	As required	Class teacher Natasha Nasir
Ensure staff have appropriate professional knowledge and skills to support children with disabilities	Regular discussions with staff Identification of needs Provision of appropriate CPD Appropriate induction training for new staff Regular communication with outside agencies	As required	Natasha Nasir Charlotte Orellana and Charlotte Pitkin
<b>2025 Review:</b>			