



Djanogly Northgate Academy

Accessibility Plan 2026 - 2028

Revision History

Version	Date	Author	Summary of changes
1	28.9.26	Natasha Nasir	Updated for Tapestry Learning Partnership

This Accessibility Plan will be published on the academy website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy.

Introduction

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

- Increase the extent to which children and young people with disabilities can participate in the curriculum

- Improve the physical environment of the school/academy to enable children and young people with disabilities to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to children and young people with disabilities

Our academy aims to treat all its children and young people fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind

Key Principles

All disabled children and young people should have equal access to education.

The academy has adopted this Accessibility Plan in line with the school/academy's Special Educational Needs (SEND) policy with the aim of ensuring that our school/academy is socially and academically inclusive, that all children and young people have access to a full curriculum, and that all children and young people are appropriately challenged and/or supported.

This plan will run from September 2026 to September 2028.

This Accessibility Plan provides an outline of how the academy will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support children and young people with SEND. This can be found on the academy website.

The table below is based on our current assessment of accessibility for children and young people with SEND. It sets out priorities across the academy in a number of areas and the relevant timescales for action to increase accessibility for children and young people with SEND.

Progress on these measures will be updated annually and reported to the local governing body.

Aims and Objectives

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

Djanogly Northgate Academy recognises it has a statutory duty to identify and support children and young people with disabilities.

Board of Trustees will:

- Uphold and review the principles of the Equality Policy
- Monitor that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable
- 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 will:

- Ensure that the principles of the Equality Policy are upheld in practice
- Provide appropriate resources to support children and young people with disabilities
- Ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children and young people with disabilities where necessary

All Staff will:

- Ensure that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments –

Djanogly Northgate Academy is a primary school with EYFS, comprising of three main buildings on a on a single campus. There is a ramp access to the main entrance leading into 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 story blue building and a more recent single-story EAL facility. Nursery and Foundation are housed on the ground floor of the blue building with fully accessible external doors to all classroom areas. KS1 and lower KS2 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, five classrooms, school hall and school kitchen as well as other offices and the 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 the 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 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 to accommodate individual children for whom stairs were an issue. A changing plinth is installed in the first-floor disabled toilet and the second-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 Years area also has a handrail.

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 park on site but parking on 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 on Medical Tracker. 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.

Please see the 'Supporting pupils with Medical Conditions' policy.

Exams and Access Arrangements

Over the course of key stage 2, we will collate evidence of where children require significant additional support in assessment and exams. If the evidence suggests a substantial and long-term issue, then we will prepare an application for access arrangements for their exams.

Access arrangements can include a reader, a scribe, rest breaks and/or extra time. The arrangements applied for will depend on the pupil's individual needs that have been apparent across their time in school.

Inclusion & Equality

We believe that all children and young people should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children and young people are supported and challenged as appropriate to their individual need.

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which children with disabilities can participate in the academy curriculum	Provide training for staff on skills and knowledge in supporting pupils with SEND and their welfare in the classroom.	SENCO and SLT	Staff meetings / briefings through the year.	All staff awareness of pupils with disabilities
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for pupils with additional needs.	Deputy Headteacher, Class Teacher and SENDCo	Ongoing	Pupil outcomes
	Ensure any Pupils with a disability are clearly identified on Edukey.	SENCO, Inclusion Mentor, Class Teacher	Ongoing through the academic year.	During learning walks colleagues are observed of being aware of understanding, and accommodating, the needs of pupils with SEND.
	Ensure that all children can participate in off-site visits to support learning wherever possible	Class teachers, Natasha Nasir, EVC lead & SLT	As Required	All children will be able to participate in off-site visits.
	Appropriate use of specialist equipment & resources tailored to the needs of the pupils who require support to access the curriculum.	Class teacher / SENCO	Ongoing	Specialist equipment will be observed being used in relevant lessons.

	The use of external agency support to create suitable classroom environments for all children, particularly those with VI and/or HI.	SENCO	As required	Classrooms will be accessible to meet the needs of pupils with disabilities.
Environment Improving the environment of the academy to increase the extent to which children with disabilities can take advantage of education and associated services	Ensure that all children can access different areas of the academy.	SENDCo, SLT, Site Manager	As required	All children can access the same areas as their peers.
	Ensure all pathways are clear of any hazards.	Site Manager	Ongoing	All areas of school are accessible and safe.
Information Improving information delivery to children with disabilities and their families	Detailed Individual Health Care Plans to be written for all pupils with a medical condition. This is to be reviewed annually by parents. Staff are informed of any changes to medical plans as applicable.	SENDCo, Inclusion Mentor, Class teachers	Annually	Pupils with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.
	Ensure regular review meetings happen to share concerns and discuss individual needs.	SENDCo, Inclusion Mentor, SLT, Class Teacher	Termly	Children and parents feel empowered to share their views and feel as though school and home are working together.
	Ensure colleagues have appropriate professional knowledge and skills to support children with disabilities.	SENDCo, Inclusion Mentor, SLT	As required	Colleagues are able to support pupils with disabilities effectively to ensure progress in all areas.