

Accessibility Plan



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Last reviewed:	January 2026
Next review due:	January 2027

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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

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

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

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.

The Trustees also recognise their responsibilities towards employees with disabilities, and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

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.

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. This accessibility plan should be read in conjunction with the Single Equality Plan, KCSIE 2022 and the school's Staff Code of Conduct. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the trustees to ensure it is effective.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our curriculum model is flexible and both formal and informal in both content and mode/place of delivery. We adapt by offering a range of formal qualifications and informal experiences to meet pupils' needs and develop their interests.</p> <p>We adapt by offering a flexible amount of curriculum time for each individual. Our pupils sit formal examinations when they are ready, rather than at fixed time.</p> <p>We use varied curriculum resources to meet the needs of individuals – eg</p>	Ensure pupils continue to make excellent progress towards challenging objectives	Evaluate the effectiveness of the curriculum models, to ensure transitions and progression are appropriate and secure.	Executive Headteacher Head of Schools	Ongoing

	<p>highly visual or practical materials where required. We use examples of people with disabilities and a range of needs within our curriculum. We use CATS and also contextual information about each pupil, their needs and strengths, to set adapted targets. We vary class sizes according to pupils' needs.</p> <p>We develop transition and careers guidance with the needs of all pupils in mind; our transition and careers advice is bespoke and specifically addresses the needs of our students, eg including supported internships and transition staffing, split college placements, etc. We offer all pupils staged and carefully planned transitions so that we can adapt the environment and conditions to meet their sensory and emotional needs.</p>				
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<p>Improve and maintain wheelchair access to the physical environment</p>	<p>There is wheelchair access to all ground-floor teaching areas on all three sites.</p> <p>Edgware has a lift enabling access to the first-floor teaching areas. Edgware has disabled toilet facilities on 1st and 2nd floor.</p> <p>Edgware has disabled shower facilities.</p> <p>Corridors on all three sites are kept clear to enable access.</p>	<p>There are accessibility issues with toilets / showers at</p> <p>There accessibility issues with outside spaces / on all three sites:</p> <p>Edgware:</p> <ul style="list-style-type: none"> • ramp/lift access needed to the outside learning area which is reached via stairs <p>Finchley:</p> <ul style="list-style-type: none"> • Ramp access needed to the main garden area which is currently accessible only via stairs. <p>Kingsbury:</p> <ul style="list-style-type: none"> • Ramp access needed to the garden, via garden door #1, to avoid car park access and locked gate. 	<p>The school is awaiting a strategic review, due December 2025. This will enable decisions about spending on structural alterations to the existing sites, as they are all on fairly short-term leases.</p> <p>If the school proceeds with accessibility improvements, the priority will be given apportioned as appropriate.</p> <p>The most likely site to facilitate a student in a wheelchair will be Edgware.</p>	<p>Executive Headteacher</p> <p>CFOO</p> <p>Facilities Manager (FM)</p>	<p>Ongoing and dependent on long term strategic planning for the school sites.</p>
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		<p>There are access issues on Finchley and Kingsbury sites for teaching spaces on floors additional to the first.</p> <ul style="list-style-type: none"> • Lifts needed to allow access to first floor on Kingsbury site, including teaching kitchen • Lifts needed to allow access to Basement level teaching spaces at Finchley and access to the garden. <p>Kingsbury and Finchley:</p> <ul style="list-style-type: none"> • disabled toilet facilities needed. • Disabled shower facilities needed. 			
Provide access for Hearing impaired and visually impaired pupils	<p>Trojan Interactive whiteboards fitted in classrooms across all three sites:</p> <ul style="list-style-type: none"> • Compatible with Assistive Listening Devices. 	Increase access for hearing impaired and visually impaired pupils	<p>Extra equipment required for Assistive Listening system.</p> <p>Braille information would be required for</p>	<p>SENCO FM HoS on each site</p>	Long-term planning

	<ul style="list-style-type: none"> • Can enlarge visuals and text 		a severely visually impaired pupil.		
Provide and maintain accessible environments for Neurodiverse and trauma-affected pupils	<p>Across all three sites:</p> <ul style="list-style-type: none"> • Quiet spaces available • Low arousal environment • 1-1 support available • Small teaching groups • Therapeutic support timetabled • Bespoke subject timetable • Short school day • Supervised / facilitated social interaction • Exam adjustments: <p>Private rooms Extra time assessments Background music Rest breaks Scribes/readers</p>	<p>Ensure that all pupils are supported to attend school and engage with learning</p> <ul style="list-style-type: none"> • All pupils should have access to information in the format most- useful to them • All pupils should have sensory requirements addressed • All pupils should have familiar and trusted adult support 	<ul style="list-style-type: none"> • Sensory rooms to be created on each site: planning started No, 2025 • Visual timetables and information to be further developed: staff training underway Oct. 2025 • Facilitation of pupils' social interaction to be further developed: social groups 	<p>CFOO FM SENCO</p> <p>SENCO SALT</p> <p>SENCO Therapy dept. HoS on each site.</p>	Ongoing

			being trailed Jul. 2025		
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Access Audit

Feature For example	Action to be taken	Maintenace	Person responsible	Date to complete actions by	Frequency of actions
Number of floors	Edgware and Finchley have 2 Floors. Kingsbury has 3 Floors. Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access. Kingsbury: Ensure students are accompanied by staff if ascending to Floor three as the stairs are narrow and steep.	Facilities Manager Caretaker HoS on all sites	Ongoing	Daily
Corridor access	Corridors are kept clear at all times.	Ensure that no equipment is stored in corridors blocking access.	Facilities Manager Caretaker HoS on all sites	Ongoing	Daily

Parking	Accessible parking available	Spaces not specifically marked so arrangements to be made as required.	Office Manager / HoS on sites	Ongoing	As required
Entrances	Edgware has some automatic doors: Main door; internal access door. Other require manual opening. Other sites have accessible entrances but require manual opening.	Arrangements to be made as required to ensure anyone with access issues can easily access the building and relevant areas inside.	Facilities Manager Caretaker / HoS on all sites	Ongoing	As required
Toilets	Accessible toilets are available at Edgware site but not other two sites.	Monitor and maintain	FM Cleaners Caretaker / HoS on all sites	Ongoing	Weekly
Internal signage	Fire evacuation points are clearly signposted at all sites. Fire assembly point sign to be installed at Finchley site.	Monitor and maintain	Executive Headteacher, HoS & FM Caretaker	Ongoing	Weekly
Emergency escape routes	Escape routes checked as clear and signs lit.	Ensure weekly testing of system and maintenance	FM Caretaker	Ongoing	Weekly
Evacuation plans	Fire evacuation plan in place on all sites. Emergency evacuation plans in place on all sites.	Ensure all staff training is current. Ensure student drilled regularly.	Facilities manager HoS on each site	Ongoing	Termly drills and yearly staff training.

	<p>Assembly points identified for off-site evacuation on all sites.</p> <p>Invacuation plans in place on all sites. Further staff training and drills needed on this for all sites.</p> <p>Fire exits at Edgware and KM are wheelchair accessible.</p> <p>Finchley has one wheelchair accessible fire exit.</p>				
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