



NORTHAMPTON SCHOOL

'Nurturing Success'



Accessibility Plan

Approved by:

MAT Working Party
(Trust Board to review future revisions)

Date:

November 2022

Review Date:

July 2024

Accessibility at Northampton School

Accessibility Plan

Academies are required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. The plan shows how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Northampton School will ensure that all staff and governors are aware of the implications of the Equality Act, through training and development opportunities and embed the good practice across all aspects of school life.

At Northampton School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Equality Act. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

In our physical environment we have done what we are able to within the resources available. Accessibility Plan audits identify a range of issues with differing levels of importance. We have a desire to improve the environment in a way that promotes inclusion for all pupils and will continue to do so subject to resources being available. An annual audit will be completed and actions carried out where reasonably practicable.

We aim to use a range of formats to meet differing needs. Visual signs will be used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary. Lifts are provided to access upper floors within Northampton School *for Boys* and the few areas that are in the oldest building that are not accessible to wheelchair users, duplicate facilities are available. Lifts will be provided to access upper floors within in the newly built Northampton School.

We will use our information systems to monitor our progress as a school and the progress of disabled users within the school to ensure that we are helping all to achieve.

Aim	Current good Practice	Objective	Actions	Person(s) responsible	Timeframe	Success Criteria
<p>Increase access to the curriculum for students with a disability. All curriculum areas consider their practice in light of current legislation and developments.</p> <p>To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum</p>	<p>Use of one page portraits identifying individual needs and support strategies needed in order to be supported appropriately</p> <p>Annual Personal Emergency Evacuation Plans (PEEPS)</p> <p>Assessment for use of ICT; production of modified resources for VI students</p> <p>Operation of a differentiated curriculum for all students</p> <p>Effective target setting to be in place for all students ensuring appropriateness for those with additional needs and effective tracking of student progress through regular student testing including for those students with an additional need</p> <p>Regular review of the curriculum to ensure that it meets the needs of all students</p> <p>Curriculum resources to include examples of people with disabilities</p>	<p>Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs</p> <p>Strategic planning continued at curriculum team level</p>	<p>Continue with training of whole school staff. Link with school and Curriculum teams focus upon teaching and learning.</p> <p>At least one INSET training to focus on inclusive practice each academic year. To meet regularly with students, parents and outside agencies to plan access improvements</p> <p>Target setting based on KS2 data and set when student results released.</p>	<p>SENDCo Teaching Staff</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All students have equal access to a broad, balanced curriculum. The school community values diversity</p> <p>Raised awareness of the collective responsibility towards inclusion</p>

<p>To ensure that the main school is accessible to all disabled visitors including parents and carers and HI, VI and wheelchair users (staff, student or visitor)</p> <p>To ensure that the NS buildings are accessible to all disabled visitors including parents and carers and HI, VI and wheelchair users (staff, student or visitor)</p>	<p>Annual accessibility audits for identified students are completed</p> <p>Communication when sharing parent / carer needs and arranging for the correct support to be available</p>	<p>To keep the lifts in working order and ensure arrangements are made to direct and support disabled parents or carers during Parents' / Open Evenings</p> <p>To provide support / signers for parents and carers with hearing impairments</p> <p>Provide support for new students including those specific needs</p>	<p>Regular PPM maintenance visits</p> <p>YTL's to be aware of the needs of any wheelchair user parent or carer and arrange support if required on Parents' Evenings.</p> <p>Arrange with appropriate providers for signers to be present at all Parents'/open Evenings for identified parent/ carer</p> <p>Provide suitable orientation for students with specific needs to enable them to be able to navigate the temporary NS buildings</p>	<p>Estate Manager</p> <p>YTL</p> <p>SENDCo Admin</p> <p>SENDCo and YTL</p>	<p>Ongoing</p>	<p>All visitors can access the main reception area of school and be able to move around the site either with support or independently</p> <p>HI and VI parents can access information about their children as well as participate when attending events/ functions/open evenings/Parents' Evenings.</p>
<p>Ensure all exam arrangements are in place for all students with identified needs</p>	<p>Early identification of potential needs of students when in the lower year groups so we can arrange for further evidence when at the point of assessment for GCSE access arrangements</p>	<p>All students are to achieve full potential and support structures are in place</p>	<p>Member of staff to attend the relevant training course to qualify to administer assessments in line with the JQC framework for access arrangements</p>	<p>Exams office</p>	<p>Ongoing</p>	<p>Staff member trained to assess who has the correct qualifications</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Where students require information in an alternative format we will adapt to use</p> <ul style="list-style-type: none"> • Large print resources • Braille • Induction loops • Pictorial/symbolic representations <p>Internal signage to be adapted to suit individual student needs</p>		<p>Training to be provided to teaching staff for best teaching strategies for VI student attending NS next year.</p> <p>Discussion with QTVI regarding access needs for VI student attending NS and requirements of adapted signage.</p>	<p>SENDCo and QTVI</p>	<p>Sept training days</p> <p>July 2023</p>	<p>Successful transition for new student</p>

Accessibility Audit

Building / Area	Accessibility issue	Impact (High Med Low)	Priority (High Med Low)	Possible long term solution	Cost (High Med Low)	Probability of implementation (High Med Low)	Possible interim solution (reasonable adjustment)	Cost (High Med Low)	Further action
Access to front of school crescent and parking	None								Maintain accessible parking and directional signage
Access into school building from drop off	None								Maintain white line markings
1911 entrance and hall	None								
Headmaster's study	None								
East wing lower corridor and rooms	None								
East wing Toilets	None								
East wing stairs	Not accessible to wheelchairs	M	L	Install external lift	H	L	Use lift in concourse	L	Ensure lift PPM in place. Rapid contractor callout attendance
East wing upper corridor and rooms	Not accessible to wheelchairs	M	L	Install external lift	H	L	Pupils and visitors with accessibility needs - timetable rooms elsewhere	L	


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1911 upper corridor and rooms	Door between Concourse 1 st floor and 1911 RE rooms narrow	L	L	Break out and install wider door	H	L	Narrow manual wheelchair available from First Aid room	L	
West Wing upper corridor and rooms	Not accessible to wheelchairs	M	L	Install external lift	H	L	Pupils and visitors with accessibility needs - timetable rooms elsewhere	L	
West Wing stairs	Not accessible to wheelchairs	M	L	Install external lift	H	L	Use lift in concourse	L	Ensure lift PPM in place. Rapid contractor callout attendance
West Wing lower corridor	None								
Sixth Form Study Centre Ground Floor	None								
First Floor	Not accessible to wheelchairs	M	L	Install external lift	H	L	Facilities available on Ground Floor. Meetings with DOSF and Admin can be located on Ground Floor	L	
Quad	Slight undulations	L	L	Resurface whole quad	H	L	Assistance given	L	
Science staircases	Not accessible to wheelchairs	M	L	Use Science lift	L	H	Use Science lift	L	Ensure lift PPM in place. Rapid contractor callout attendance
Science Ground	None								
Science First floor	SF4,5,6 Not accessible by wheelchairs from science main building	M	L	Use access over DT bridge through Wolfson suite	L	H	Pupils and visitors with accessibility needs - timetable rooms elsewhere	L	Ensure lift PPM in place. Rapid contractor callout attendance

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Science Second floor	None								Ensure lift PPM in place. Rapid contractor callout attendance
Fire route down the Access road	None								
1911 Hall to the Tree Atrium	None								
Concourse ground floor	None								
Concourse first floor inc. Lower-School Library	None								Ensure lift PPM in place. Rapid contractor callout attendance
Concourse second floor	None								Ensure lift PPM in place. Rapid contractor callout attendance
Old Greek Theatre	None								Maintain white line nosings
IT rooms T1,2,3,4	None								

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DT ground floor	None								
DT second floor	None								Ensure lift PPM in place. Rapid contractor callout attendance
Bridge	None								
Food room	None								Ensure lift PPM in place. Rapid contractor callout attendance
Old gym	None								
Pavilion	All access and egress points are stepped	L	L	Ramp an entrance	H	L	Assistance given	L	
Top level	None								
Top level to ECHPC & Sports Hall	None								

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ECHPC Dance, Swimming pool and changing rooms	None								Ensure lift PPM in place. Rapid contractor callout attendance
Sports hall and changing rooms	None								Ensure lift PPM in place. Rapid contractor callout attendance
Tennis courts	None								
1 st IV Rugby pitch	None								
MUGA	Only access is along grass could be challenging when wet	L	L	Pave access	H	L	Carpet matting	M	Assistance given
Mid level to bottom level	Bottom level not accessible directly	H	H	Install paved footpath	H	L	Go through 3G pitch	L	
3G football pitch	None								
Spinney	Muddy, difficult to access for everyone	L	L	Spinney generally not to be used	L	M	Teachers to plan the use of Spinney and liaise with MIN when use is planned	L	Inform Science & DT staff to plan the use of the Spinney well in advance.



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Cripps ground floor and atrium	West doors to street corridor – ramp on threshold	L 	M		M	M		L L	Electric wheelchairs and manual wheelchairs are able to use the gradient. Monitor.
Theatre	None								
Cripps first floor	None								Ensure lift PPM in place. Rapid contractor callout attendance
Northampton School – North block	Ground floor fully accessible. First floor not accessible for wheelchairs	L	L			L	Pupils and visitors with accessibility needs - timetable rooms elsewhere		
Northampton School – South block	Ground floor fully accessible. First floor not accessible for wheelchairs	L	L			L	Pupils and visitors with accessibility needs - timetable rooms elsewhere		
Northampton School – Activity Room	Fully accessible	L	L			L			