NORTH STAR
COMMUNITY TRUST

Enfield
Heights
ACADEMY

Accessibility Plan

September 2026

Due for review September 2029

NsctPol / EHA / 0033 / 2609a

Accessibility Plan (Enfield Heights Academy)

Aims

In line with the requirements of the Equality Act 2010 the purpose of this plan is to:

- Improve the availability of accessible information to all pupils.
- Increase the extent to which pupils with disabilities and those disadvantaged pupils 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.

We aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind and links to the Trust vision to help as many children as possible to succeed at school and in life and our mission to working within disadvantaged communities to make a real and lasting difference, in order to give children the very best chances to succeed academically and socially i.e. Education, Community and Opportunity.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We also support any available partnerships to develop and implement the plan. We have included a range of stakeholders in the development of this accessibility plan, including [Governors, Trustees, children and parents].

If parents wish to raise any concerns about our accessibility plan, they can do so via our complaints procedure available on the policy page of the school website.

Legislation and guidance

This plan 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 auxiliary aid or adjustments to premises. This plan complies with our funding agreement and articles of association.

Monitoring arrangements

We will review this document at least every 3 years form publication date and more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk management strategy
- Health and safety policy
- Equalities information and objectives
- SEND Policy and information report
- Supporting pupils with medical conditions

a)	The extent to which disadvantaged pupils and pupils with a disability access the curriculum.					
Objective	**Current Good Practice**	**Strategies**	**Cost £**	**Who**	**When**	**Success criteria**
All children have access to the curriculum	• Our school offers a tailored and adaptive curriculum to meet the needs of all learners. • Challenge, support and resources are appropriately used so children can access the curriculum. • All children, where appropriate, receive pastoral and academic support. • The senior leadership team make reasonable adjustments where necessary. • The school makes reasonable adjustments so that school activities are inclusive and welcoming for all children. • The school provides financial support for families when required: uniform, chrome books, paid clubs, educational visits, hardship fund. • The Trust offers high quality curriculum, teaching and assessment for identified children with high complex needs within the Nest Provision.	• Curriculum resources include more examples of people from all backgrounds, cultures and with disabilities. • Continue to increase the number of children with SEND and PP attending after school activities and track this carefully. • Continue to develop all staff knowledge and skills in adapting the curriculum for all child: SEND, Trauma, EAL, Disadvantaged etc. • Further embed ETIPSS practice across the schools through revised processes and bespoke professional development.	1000 1200 1100 850	SLT SEND/PP SLT SLT / Inclusion Lead	Ongoing Ongoing Ongoing Ongoing	All children represented in various resources. 20% increase. Improved staff knowledge. Inclusive curriculum and practice. Trauma informed Policies & Practice.

b)	Improving Physical Access					
Objective	**Current Good Practice**	**Strategies**	**Cost £**	**Who**	**When**	**Success criteria**
All members of the school community can physically access all areas safely.	• The school ensures access to all areas through use of a lift. • Building have Evac chairs in key locations and targeted staff are annually trained to use them. • School building is wheelchair friendly. • Care plans are co-produced with parents and the welfare team where appropriate. • Disable toilets are available with baby changing facilities. • Fobs are used by staff to ensure safety for all. • All evacuation doors meet the current code of practice for health and safety.	• Tinted glass windows and braille signage installed. • All steps are maintained to show definition and depth. • Invest in a rolled out programme to install air conditioning	60 each 1,000 12,000	Facilities Facilities Facilities	Spring Autumn Ongoing	Visually impaired children access the school safely. Disabled people access school easily Safe learning environment during heatwaves

c)	Improving accessibility of information to all of the community					
Objective	**Current Good Practice**	**Strategies**	**Cost £**	**Who**	**When**	**Success criteria**
All members of the school community have easy access to information.	• Free Arbor App for all parents to receive text messages. • Website and social media platforms provide key information for parents. Some of this is translated into the schools most commonly used languages.	• Improve the school website functions: translation button, tools to enlarge the text.	TBC	IT Marketing	Ongoing	Website is more user friendly and parents can access it easily.
	• Regular newsletters emailed and in-app sent to parents. • Parent noticeboard in the school office area. • Meet the teacher meetings are held at the start of the academic year to inform parents of all key information. • Curriculum meetings and workshops throughout the year. • Outreach team work with targeted parents through a range of workshops and coffee mornings. • SLT available on the gates every morning.	• Continue to provide further curriculum workshops for parents and carers.	TBC	SLT	Ongoing	Parents more confident and informed about how to help their pupils.
		• Targeted workshops to engage our Turkish community in school life and their child's education.	1800	SLT	Ongoing	Turkish families more in engaged

	• Yearly parent survey to enable parent views to be heard. • School has an open-door policy for parents and carers. • Targeted coffee mornings to communicate with the school community. • Weekly assemblies and special assemblies for children. • School council for pupils. • Weekly briefing for staff and staff notice-board. • Use of widget to allow SEND and EAL learners to access the curriculum. • Work with outside agencies to support access to information.					