Akaal Primary School Derby: Accessibility Plan

Approved by:	Local Governing Board	**Date: Spring 2026**
Next review:	**Autumn 2029**	

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Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam Schools Multi Academy Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff, and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual, or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. 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 disabled pupils can participate in the curriculum Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- 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.

The school will actively seek to improve access to services in the ways set out below and will sets out the steps the school will take to achieve this within the action plan:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents, and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, and information about school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be made available online on the school website, and paper copies are available upon request.

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 is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school

Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

Most entrances to the school are either flat or ramped and have wide doors. There are disabled and multi-use toilet facilities available throughout the school and we have a fully fitted care room, fitted with handrails and a wet room is also available. The school has internal emergency signage and escape routes are clearly marked.

Akaal Nursery (within the school) and all classrooms from Reception, Key Stage 1 and KS 2 have ramped access into the school. Ramped access to the EYFS classroom is available *via* the main school entrance pathway.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

PEEPs (personal emergency evacuation plans) are in place for any child identified with a need for alternative evacuation procedures. These are completed by the SENDCo in conjunction with the parent(s) and class teacher and updated annually, or as need is identified for any changes.

2. 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 and trusts 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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Team and Local Governing Body.

It will be approved by the Local Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

OUR SCHOOL – Accessibility Plan (2026-2029)

Target	Strategy	Outcome	Owner	Time Frame	Success criteria
Review of pupil needs and staff training to meet any newly recognised needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations.	Shared awareness across relevant staff of specific pupil needs, the support available for those pupils and the individual responsibility of each member of staff. Appropriate training to be provided to relevant staff.	SENDCo	Autumn Term Ongoing	CPD given to all staff External agency involvement as and when needed
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Investigate software options to provide a framework that holds up to date guidance and also data regarding out of school activities.	All out of school activities are inclusive, covered by relevant risk assessments and staff appropriately trained.	EVC Lead	Ongoing as new trips are added to the 'Evolve' system	All out of school activities have been planned to ensure the broad, inclusive participation of all pupils. The 'Evolve' system holds relevant risk assessments and also signposts appropriate guidance when required.
Increase access to the curriculum for students with disability & other vulnerability	Children's needs are catered for based upon their need, with a curriculum that all children can access. The resources are appropriate for all children. The curriculum resources include examples of people with disabilities, varying ethnicities and genders. Curriculum progress is tracked for all pupils, including children with disabilities, children with special educational needs	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs. All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students. Staff will continue to monitor the needs of students, and recruit specialist support staff to ensure that we have the expertise and capacity within the team to provide the support that our disabled students require.	School Leaders	Ongoing	All pupils with a disability are able to access the curriculum

	(SEN) and medical conditions. Targets for those children are appropriate for all pupils including children with disabilities, SEN, and medical conditions. The curriculum is consistently reviewed so that it matches the needs of all of the students, including those with disabilities, SEN and medical conditions.				
Improve the delivery of information to pupils with a disability	Our school has a range of communication methods to ensure information is accessible. Corridors have motion sensor lighting and are designed for visually impaired people to be able to differentiate levels and surfaces. Platform list in place to take people with a disability upstairs and downstairs. Signage is in place for hearing aid loops, and disabled toilets are clearly marked. Refuge station at the top of each set of stairs with a contact point to contact the office via intercom.	The lift requires a sign to inform the children not to use it unsupervised under any circumstances. Disabled toilets require signs	Premises Manager	Completed	When actions are completed.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. School is accessible from the car park to the front door. Internal floors are all level, with a lift that leads to the first floor. The corridors are wide and are suitable for multiple wheelchair users Corridors have motion sensor lighting and are designed for visually impaired people to be able to differentiate levels and surfaces. There is one lift, designed to be used by wheelchair users with space for additional passengers. Parking bays are clearly marked, with two disabled parking bays. Toilets are available on both floors, including disabled	The building is compliant with the needs of all learners and future learners. There are no current issues. Middle Car Park gates are now automatic and controlled from the Office.	Premises Manager	In progress	More secure premises to the car park and front of school building is now in place.

	toilets. The toilets are lit by motion sensor lighting, with an emergency light. There are also handles for movement and a pull chord alarm system The library's bookshelves are accessible for people in a wheelchair.				