

Nishkam School Trust



Nishkam Primary School Birmingham: Accessibility Plan

Approved by:	Local Governing Board	Date Spring 2026
Last reviewed on:	Autumn2025	

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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 School 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 and 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
- Ensure all its pupils are treated 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 set 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 the 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.

The school supports any available partnerships to develop and implement the plan.

Nishkam Primary School Birmingham 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, acceptance and inclusion.

School Context

Nishkam Primary School Birmingham is a mainstream school for children aged 4-11 years. The school is in a grade II listed building with a modern extension added to the rear. The school comprises of multiple rooms and floors, which

are connect via stairs. Due to the nature of the building, the school has been adapted with lifts and ramps to improve the accessibility for those using a wheelchair or a walking aid (such as sticks or frames), or those with other mobility difficulties.

There are multiple entrances into the school. The main school entrance has been developed to have a flat floor with wide doors.

There are disabled and multi-use toilet facilities available within the school and there is a fully fitted wet room for personal care, fitted with handrails, changing bench and shower.

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.

Health records are updated annually or as needs change via the schools Medical Lead.

We support all pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where curriculum access may need support due to physical or learning needs, we use a wide range of strategies, including working collaboratively with external specialist agencies, to ensure the correct provisions or adaptations are implemented.

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), class teacher and where applicable an external agency. These are updated annually, or as needs change.

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.

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.

NISHKAM PRIMARY SCHOOL- Accessibility Plan (2026 – 2029):

Aim	Current good practice	Objectives	Actions to be taken	Owner	Timescale	Success criteria
Improving the Physical Access	The environment of the school is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Improved access for all pupils		Head Teacher and SENDCO	Annual review	Increase in access to the physical access of the school.
Improving the Curriculum Access	Training for teachers on differentiating the curriculum and ensuring curriculum accessibility.	Undertake an audit of staff training requirements	All teachers meet the requirements of disabled children's needs with regards to accessing, or where necessary tailoring, the curriculum.	SENDCO	Annually in accordance with pupil needs or in line with the review of individual management plans	Increase in access to the curriculum
Improving the Curriculum Access	Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners	SENDCO	Annually in accordance with pupil needs or in line with the review of individual management plans	Increase in access to all school activities for all disabled pupils

Aim	Current good practice	Objectives	Actions to be taken	Owner	Timescale	Success criteria
			has been made available.			
Improving the Curriculum Access	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	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	SENDCO and Head Teacher	Termly – in line with the formulation and planning of the following term's clubs, educational visits and enrichment activities.	Increase in access to all school activities for all disabled pupils
Improving the Curriculum Access	Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Ensure the layout of classrooms allows all children to access areas and resources required for their learning.	Class teacher and SENDCO	Review annually or as required with new pupils joining the school	Increase in access to the National Curriculum
Improving the Delivery of Written Information	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	SENDCO and Head teacher	When required	Community will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	SENDCO	When required	Delivery of information to disabled pupils improved
Aim	Current good practice	Objectives	Actions to be taken	Owner	Timescale	Success criteria
	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information is available for all who request it.	SENDCO	When required	Delivery of school information to parents and the local community improved
	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	SENDCO	When requested	Delivery of school information to pupils & parents with visual difficulties improved.
	Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	SENDCO and Headteacher	When requested	School is more effective in meeting the needs of pupils.

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