



# Accessibility Plan

<b>Approved by:</b>	Local Advisory Board	<b>Date:</b> February 2026
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This policy sets out our approach to accessibility for Nishkam Multi-Academy Trust. Each school has their own policy bespoke to their own setting.

## Our Vision and Ethos

Nishkam schools are Sikh ethos multi-faith or faith ethos schools that take a distinctive approach to many traditional faith schools. The Nishkam School's 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.

### School Context

Nishkam Primary School Wolverhampton is a mainstream school for children aged 4-11 years. The school comprises of one main building, we have a second floor on each side of the building and one lift to the first floor. We are in a Victorian building dated 1878. Originally built as an infant and junior school, the buildings have been extended and adapted over the last fifty years. There are different levels within the school with steps to different parts of the building. Access for those using a wheelchair or walking frame are accessible to all areas, with the exception of the current Year 4 classrooms.

### 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.

Nishkam Nursery (attached to the school) and all classrooms from Reception, Key Stage 1 and Year 3 have ramped access into the school. Ramped access to the EYFS classroom is available *via* the main school entrance.

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.

### 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 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.

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.

## 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.

## 3. 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 Advisory Board.

It will be approved by the Local Advisory Board.

#### **4. 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

## **NPSW ACCESSIBILITY PLAN (2026-2029) - Improving the Physical Access**

The annual Access Audit was carried out in June 2025. Recommendations are listed below:

<b>Item</b>	<b>Description</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost</b>	<b>Annual Review</b>
P1	Tape to clearly visually mark an incline in flooring on the ramp in the main corridor near Reception class.	Coloured tape enables any child or adult with a physical difficulty or disability, or a visual disability to visually recognise the difference in the incline on the floor.	June 2025	£50	Daily checks replace as needed.
P2	Additional ramp and fire door fitted to entrance near HT office for access for emergency services	A new ramp and for door was fitted to provide more accessible access particularly when emergency services are required.	July 2025	£300	Maintenance checks and repairs
P3	Additional lighting to entrance in Cherry Street	Additional lighting was fitted for the use of after school and breakfast club entrance	July 2025	£250	Maintenance checks and repairs
P4	Resurfacing entrance to Cherry Street	Ground was very uneven, concrete over time had become damaged, new surface was laid to alleviate is.	January 2026	£2000	Maintenance checks and repairs

## **NPSW ACCESSIBILITY PLAN (2025-2028) - Improving the Curriculum Access**

<b>Item</b>	<b>Description</b>	<b>Activity</b>	<b>Timescale</b>	<b>Achievement</b>	<b>Responsible Person</b>
P1	Focus on adaptive teaching and a rolling programme during CPD, in supporting pupils with SEND – focus	SENCo to conduct regular learning walks, environment checks, using teaching toolkit for adaptive	Ongoing monitoring conducted by all SLT, phase middle and subjects lead	Inclusion ethos and virtues led approach has created an inclusive school by design.	SENDCo and SLT

	on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	teaching and team teacher where needs present. To plan and facilitate training and use external specialists where required.			
P2	Ensure all school trips and visits including residential are accessible for all pupils	Engagement with parents and external agencies to ensure the school understand specific needs and to incorporate in the planning using risk assessments and Evolve.	All pupils can take part in trips and activities without discrimination all reasonable adjustments are made.	Inclusion ethos and virtues led approach has created an inclusive school by design.	SENDCo and HT
P3	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	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Inclusion ethos and virtues led approach has created an inclusive school by design.	SENDCo and SLT
P4	Ensure the curriculum is suitably adapted to meet the needs of all learners including those with SEND.	Teachers to plan accordingly for all pupils in their classes. SLT to routinely check planning, observe lessons and carry out book reviews to ensure needs are being met.	Pupils make at least expected progress from their previous milestone.	Inclusion ethos, Virtues led approach and NAPASEND has created an inclusive school by design.	SENDCo and SLT

**NPSW - ACCESSIBILITY PLAN 2025-2028 - Improving the Delivery of Written Information**

<b>Item</b>	<b>Description</b>	<b>Activity</b>	<b>Timescale</b>	<b>Achievement</b>	<b>Responsible Person</b>
Availability of written material in alternative formats when specifically requested.	The school are aware of the services available for converting written information into alternative formats.	The school can provide written information in different formats when requested for individual purposes	As requested	As requested	Office staff
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Continue to review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	As requested	As requested	Office staff