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Abacus Belsize Primary School Accessibility Plan

Date: November 2026

Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***"Every Student, Every Lesson, All the time."***



Purpose

This Accessibility Plan is designed to ensure that **Abacus Belsize Primary School** complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of **Abacus Belsize Primary School** to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid (for example, special equipment, material, or staff support) or adjustments to premises.

This policy complies with our funding agreement and Articles of Association.

Duties on the school

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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to students with disabilities

The Accessibility Plan needs to be reviewed by the school every three years, and it must be published in an easily accessible location such as the school's website. It is also available in large print or other accessible formats if required.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).
Equality_Act_Advice_Final.pdf (publishing.service.gov.uk)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

Planning duties

This section outlines the main activities which **Abacus Belsize Primary School** undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum**.**

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services.'

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- Modified examination papers
- Modified resource and support material

- ICT facilities

Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need, or other relevant information about their child(ren).

Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium, or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates, as necessary.

The Director of Education will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every three years.

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Health & Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report (or from January 2027, the school's Inclusion strategy)

- SEND Policy
- Administration of Medicines and Supporting Students with Medical Conditions Policy

Appendix 1: Accessibility Audit

[Template to be amended and completed by the school, as appropriate. This audit may be used alongside the Anthem OFSTED playbook and wider monitoring and self-evaluation tools used across the trust (e.g.Steplab, CRDs, Evaluate my school, Inclusive Teaching Audit Tool) as required.]

Questions to ask	**Evidence of current good practice**	**Issues identified / Barrier to access**	**What sort of issue / barrier is it?** *e.g. training need, policy change, documentation, physical environment, communication, resources required*	**Transfer to the accessibility plan?**
1.1 Do we promote belonging for every student and is everyone made to feel welcome, including those with Special Educational Needs and / or disabilities?	Yes, this is frequently reported to be the case from child and staff voice.	None		
1.2 Are there high expectations for every student and all staff?	Yes – outcomes and continued assessment of progress show that staff have high expectations of SEND children.	Staff availability, access to resources and funding and staff expertise.		
1.3 Do staff, Anthem Community Councils and students share and promote a strong culture of inclusion?	Yes			
1.4 Are all students equally valued?	Yes			

1.5 Do staff seek to remove all barriers to learning and participation?	Yes, SEND training and Camden borough SENDCo visit and ofsted have confirmed that this provision is of a high quality.			
1.6 Are lessons made accessible to all students?	Yes			
1.7 Are support staff used effectively to positively impact on student outcomes?	Yes, frequent support staff training ensures that all children are supported in all lessons.	Varied skills of TAs- with newer members of staff less skilled that more established teaching assistants.		

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? *e.g. training need, policy change, documentation, physical environment, communication, resources required*	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes			
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with a disability?	Yes – neurodiversity training, EP training, school nurse training to support as appropriate.			
2.3 Are your staff aware of how classrooms should be optimally organised for students with a disability?	Yes – initial support in September 2026 addressed classroom set-up.			
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Yes			

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? *e.g. training need, policy change, documentation, physical environment, communication, resources required*	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services, and facilities?	Individual support plans, resources and support, training as needed.			
3.2 Do you provide access to computer technology appropriate for students and adults with disabilities?	Not needed to be used currently.			
3.3 Do you provide access to internet resources appropriate for students and adults with disabilities?	Not needed to be used currently.			
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	As required.			
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes, if required.			
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	NA with current cohort.			

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
4. The physical environment *Consider all the areas to which students should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground, and common rooms.*				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for students and adults who use wheelchairs?	Yes, however the school is serviced by a working lift if needed.			
4.2 Are toilet facilities and showers accessible to wheelchair users?	There is an accessible toilet. We have no shower facilities.			
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes. There are no parking facilities at abacus.			
4.4 Is there any decor which may be confusing or disorientating for students and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	No.			
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and	No			

background, or with font which is too small to be easily visible?				
4.6 Is there accessible storage to enable students and adults with a disability to access aids and equipment?	Classrooms are set up to be accessible to the children in them. Where needed, bespoke work stations allow children to access resources they need for learning.			
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	No- most rooms have sound absorbing panels due to the building being previously used by deaf students.	Classrooms and playground can be loud due to the number of children using the spaces.	Spaces used by many children can be loud.	
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No			
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	Yes			

Appendix 2: Accessibility Plan template

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: Increase access to the curriculum for students with a disability	
Current Good Practice	• Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students
Objectives	Ensure that the curriculum is tailored to support the needs of disabled children so that they are able to participate in the breadth of the curriculum alongside their peers.
Actions to be taken	• Class teachers to identify barriers to learning with school SENDCo • Overviews created to support children working on a bespoke curriculum. Heath day and other outside of school opportunities are adapted to ensure that enrichment is accessible for all.
Person responsible	SENDCo/ class teachers
Date to complete actions by	September, Ongoing
Success criteria	Children with disabilities access the breadth of the curriculum, adapted where necessary to allow for access.

Aim: Improve and maintain access to the physical environment	
Current Good Practice	The environment is adapted to the needs of students as required. This includes: • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities • Resources at accessible height
Objectives	Classrooms are easy to use and accessible to all children.

Actions to be taken	• Classroom teachers to ensure that classrooms are accessible when planning the layout of spaces • Partners and groupings are flexible and meet the needs of the children Resources are labelled for all children to easily access, including wigits where appropriate
Person responsible	SENDCo/Class teachers
Date to complete actions by	September, ongoing
Success criteria	Classroom resources are accessible and all children are able to move unaided in the classroom space.

Aim: Improve the delivery of information to students with a disability	
Current Good Practice	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Dual coding (images and words) • Pictorial or symbolic representations • Lanyard zones of regulation cards • Child feelings and calm down lanyards • Communication boards • Now and next boards • Visual timetables
Objectives	Ensure that all children are able to understand what is being shared with them.
Actions to be taken	Classroom visuals are used to support communication and are adapted to meet the needs in each class/ each individual.
Person responsible	Class teachers supported by SENDCo
Date to complete actions by	September, Ongoing
Success criteria	Specific communication methods are employed to support the needs of individual children. Children with communication needs are supported well to communicate with SALT support and/or structured communication groups used to support language development.