



# North London

Grammar and Preparatory School

## ACCESSIBILITY PLAN AND POLICY

<b>Date last reviewed</b>	July 2025
<b>Reviewed by</b>	Mr. Akbas, Business Manager
<b>Approved by</b>	Mr. Adak, Headteacher
<b>Next review due by</b>	September 2026



## Vision and Values

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North London Grammar and Prep School (NLGS & NLPS) is an independent establishment which aims to set challenging targets for all pupils and to deploy staff and resources to enable children to achieve their full potential.

We call ourselves a grammar school to reflect the kind of school we want to be:

- focused on academic excellence,
- nurturing intelligence, and
- learning through self-discipline.

Our motto is '**Bonitas, Scientia, Disciplina**' which is Latin for '**Goodness, Knowledge, and Instruction**'. These are the three pillars on which we build our educational services. These pillars also represent our aspirations for each and every one of our students and allow for particularly strong development of character and moral purpose.

These principles apply equally to all age groups, including our youngest learners in EYFS and KS1. We are committed to ensuring that all children, regardless of age or ability, can access the curriculum and learning environment safely and with dignity.

## Definition of Disability

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According to the [Equality Act 2010](#), a person has a disability if:

- he or she has a physical or mental impairment.
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Legal Background

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This document 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan has been drawn up in conjunction with pupils, parents, school staff, boarding staff, and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the following three areas which are required by the planning duties in the [Disability Discrimination Act 1995](#):

- A.** Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- B.** Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- C.** Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The EYFS Statutory Framework (DfE) also places specific duties on schools to ensure that provision for pupils under the age of 5 meets the requirements for accessibility, care, and inclusion. This Accessibility Plan is written with reference to the *SEND Code of Practice* and *EYFS guidance*.

## Documents and Policies

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The Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Curriculum policy
- Equality Policy
- Admission Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Special Educational Needs Policy



- Behaviour Management Policy
- School Development plan
- School Brochure / Prospectus and Vision Statement

## **Training**

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Whole school training, including the boarding staff, will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

EYFS and KS1 staff will also receive training on inclusive practice for younger children, including the use of communication aids, managing toileting and mobility needs, and early intervention strategies for disabilities.

## **Accessibility in Early Years and Key Stage 1**

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North London Grammar School recognises that accessibility considerations for younger children differ in nature and approach from those for older pupils. Our provision in EYFS and KS1 takes into account:

- The need for child-sized furniture and equipment that supports independence.
- The provision of accessible toilets and hygiene facilities, including support for continence.
- Enhanced communication support through visuals, simplified language, and interactive tools.
- Increased adult supervision and ratio adjustments for safe access and participation.
- Sensory needs in indoor and outdoor environments.

We ensure that all reasonable adjustments are made to provide inclusive, safe, and developmentally appropriate access for our youngest pupils.

## **Plan Availability**

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The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office



## Review and Evaluation

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It is a requirement that our accessibility plan be resourced, implemented, reviewed, and revised as necessary and reported on annually. Below is a set of action plans describing how North London Grammar School will address the priorities identified in the plan.

The annual review will also include an evaluation of how accessible and inclusive the provision is for pupils in EYFS and KS1, including feedback from parents and staff working in the early years phase.

This action plan is valid for three academic years 2023-2026 and it is reviewed annually:

- Covering planning duties to increase access to the curriculum, improve the physical environment and increase access to information.
- ***1-year period covered by the plan:***  
2024-2025 academic year
- ***Name of Senior Leader responsible for co-ordinating this Plan:***  
H. Fatih Adak, Headteacher



## Aims and Objectives

Priority	Objectives	Strategies/Actions	Person Responsible	Due by	Success Criteria
<ul style="list-style-type: none"><li>• <b>Increase access to the curriculum for pupils with a disability</b></li></ul>	<ul style="list-style-type: none"><li>• Ensure that full risk assessments are in place for all students with specific severe medical needs or with a specific disability. (Short term - within 1 year)</li></ul>	<ul style="list-style-type: none"><li>• Provide First Aid Training to key staff who will have contact with these students where appropriate.</li><li>• Make sure that relevant staff are informed of needs on a need-to-know basis and that Welfare is fully briefed with procedures required in the event of an emergency.</li><li>• Risk assess needs and have full written plans on individual cases.</li><li>• Proportionate risk management relevant to a child's disability should be an ongoing process throughout a disabled pupil's time at the school or boarding. It is important to note that schools are not required to eliminate all risk, but health and safety risks must be taken into consideration when deciding to make any reasonable adjustments.</li><li>• All staff to be aware and confident of appropriate actions when dealing with children with specific severe medical needs or disability. Up to date risk assessments in place and readily available</li><li>• Ensure staff working in EYFS and KS1 are aware of accessibility requirements specific to younger</li></ul>	SENCO Leader for CPD	Ongoing	<ul style="list-style-type: none"><li>• Key staff have up-to-date training and certification in First Aid</li><li>• Risk assessments are completed with consideration to any medical need/disability need</li></ul>



		<p>pupils (e.g. toileting needs, use of visual supports, sensory sensitivities).</p> <ul style="list-style-type: none"><li>• Incorporate EYFS Individual Healthcare Plans (IHPs) and Personal Education Plans (PEPs) where needed.</li><li>• Provide modified curriculum resources (e.g. large print, tactile resources, visual timetables) for early years pupils with sensory or developmental needs.</li></ul>			
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<ul style="list-style-type: none"> <li>• <b>Improve and maintain access to the physical environment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments for Primary phase are made in line with. (Short term - within 1 year)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a child-level physical environment audit of EYFS and KS1 classrooms and play areas to ensure safe and accessible use of furniture, toilets, and playground equipment.</li> <li>• Ensure that EYFS toilets are accessible for children with mobility impairments or physical needs.</li> <li>• Consider quiet spaces and sensory-friendly areas for pupils with autism or sensory processing disorders.</li> <li>• Complete the planned improvements, review pupil access to ensure a positive impact on learning.</li> </ul>	Headteacher	September 2026	Successful Health and Safety and School Premises Regulations Inspection Reports
<ul style="list-style-type: none"> <li>• <b>Improve the delivery of written information to pupils</b></li> </ul>	<ul style="list-style-type: none"> <li>• Physical Management Plans and Personal Educational Plans to be written for all student who need them. (Short term - within 1 year)</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Management Plans and Personal Educational Plans to be written for all student who need them</li> <li>• Provide visual aids, picture-based communication tools (e.g. PECS), and simplified instructions for EYFS and KS1 pupils who require accessible formats.               <ul style="list-style-type: none"> <li>• SENCo to write and distribute the plan</li> </ul> </li> </ul>	SENCO	August 2026	<ul style="list-style-type: none"> <li>• Monitor progress of those students in line with the academy's termly meetings</li> </ul>

## Access Audit

Feature	Description	Strategies/Actions	Person responsible	Due by
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• <b>Number of floors</b>	• Stairs are kept clean, tidy, and free from obstruction at all times	• Maintain and ensure access	Site Supervisor	Ongoing
• <b>Lifts</b>	• Service level agreement in place for maintenance	• Review service annually	Site Supervisor	Ongoing
• <b>Parking bays</b>	• Disabled parking bays marked	• Ensure markings are clear	Site Supervisor	Ongoing
• <b>Toilets</b>	• Toilets have disabled access and alarms	• Ensure service every 6 months	Site Supervisor	Ongoing
• <b>Internal signage</b>	• Signs in place	• Ensure signs are available in the correct places.	Site Supervisor	Ongoing
• <b>Emergency escape routes</b>	• Fire evacuation plan in place	• Ensure weekly testing of system and maintenance	Site Supervisor	Ongoing
• <b>Access to Boarding</b>	• The boarding has disabled access	• Ensure at least one of the lifts is functioning	Site Supervisor	Ongoing



• <b>Common Areas in the Boarding</b>	<ul style="list-style-type: none"> <li>Designed to be accessible</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and ensure access</li> </ul>	Site Supervisor	Ongoing
• <b>EYFS &amp; KS1 Classrooms</b>	<ul style="list-style-type: none"> <li>EYFS areas have low-level furniture, accessible toilets, soft flooring, and developmentally appropriate layouts</li> </ul>	<ul style="list-style-type: none"> <li>Conduct accessibility audit focused on mobility, sensory needs, and communication supports</li> </ul>	SENCo & EYFS Lead	September 2026
• <b>EYFS Outdoor Play Area</b>	<ul style="list-style-type: none"> <li>Outdoor area includes equipment accessible to all abilities</li> </ul>	<ul style="list-style-type: none"> <li>Risk assess surfaces, adapt play equipment for physical needs, ensure fencing/gates secure</li> </ul>	Site Supervisor & EYFS Lead	Ongoing