

Accessibility plan

St Nicholas CE Primary School



Respect



Honesty



Courage



Kindness

Issue Date	January 2023
Review Date	January 2025

This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all pupils and staff within the Trust.

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

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 schools' aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

A person has a disability 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 carry out normal day-to-day activities.

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.

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.

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 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 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 policy complies with our funding agreement and articles of association.

CONTEXTUAL INFORMATION

St Nicholas CE Primary School has a long and proud history of inclusion for disabled pupils, despite. The current school facilities allow open and free access for persons of a wide range of disabilities.

In 2012 the school transferred into a purpose-built primary school. It comprises of disabled facilities, toilets, and wheelchair access to all entrances to the front and rear of the school. Facilities for the pupils are solely located on the ground floor. Entrance gates are automatic and door widths are substantial, enabling easy access for the majority of mobility aids. To the side of the school and playground areas there is access for disabled pupils and a sloping path leading down to the school field and play areas.

At present we do not have any wheelchair dependent pupils. However, we have had a pupil in 2019 who used a wheelchair following an accident outside of school.

The current financial climate for schools is of reducing budgets against rising expenditure. St Nicholas does not have the financial capacity to undertake additional ground or infrastructure works without grant aid funding from external sources.

THE CURRENT RANGE OF DISABILITIES WITHIN ST NICHOLAS CE PRIMARY SCHOOL

The school has children with a range of disabilities to include moderate and specific learning difficulties.

We have a small number of children for whom we hold Epipens to mitigate their allergic reactions. All staff have received training in the use of an Epipen and support staff and relevant teaching staff have been professionally briefed on the respiratory care plan.

We also have pupils with a range of learning difficulties and communication disorders. The SENDCO works closely with these pupils and with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. All pupils with learning difficulties have an Individual Education Plan (IPP) which reflects the additional support specific to meet their individual needs.

When children enter school with specific disabilities if necessary, the school would immediately contact the L.A. professionals for assessment, support and guidance for the school and parents.

The Reception teacher works closely with the pre-school settings of young children joining the school in September to ascertain if there are any specific needs and requirements of this young person.

We have competent First Aiders who hold current First Aid and Paediatric First Aid certificates.

All medication is kept in a safe and secure place which has easy access for First Aiders and staff members.

INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

This 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.

Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Pupil needs can be individually assessed and supported through a range of key worker contact time and Individual Education Plans. The School aims to maintain parental/carer involvement in the development of such Plans and in general promotes the involvement in parents and carers in child learning.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

The current School infrastructure meets the needs of all current admissions and to the best of our knowledge, admission applications have not previously been refused due to a lack of School accessibility.

Provision for future admissions, in exceptional cases, will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day-to-day-use of children of primary school age. The School Governing Body maintains a constant review of the resource provision against the current funding position and predicted income. As the current School on-roll needs are met by the provided infrastructure there are not any future funding commitments against improving the School access or the physical environment. However, any requirements that are identified will be reviewed by the School Governing Body and could be submitted as capital funding bids for access works, to be funded by external grants or through the Local Authority. This would include any improvements to playground layout, furniture, floor coverings, enhanced toilet facilities or the need to ensure access for outside mobility equipment.

CONCLUSION

St Nicholas CE Primary School is a fully inclusive school which provides for all its pupils. The school well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. Staff training will be a priority in our responsiveness for the future.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • school offers an ambitious and adapted curriculum to enable access for all pupils • use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Individual Provision Plans and Speed Targets identify specific needs and targets which are identified early and interventions implemented in a timely manner 	<p>Further improvement of access to the curriculum for those on education and health care plans</p> <p>Improved attendance to allow full access to taught areas of the curriculum</p> <p>Pupil access to sports curriculum improves</p>	<p>Working closely with SEN team, SENDCO and Subject leaders to ensure curriculum adaptations and scaffolding is sufficient</p> <p>Attendance lead to monitor and follow up concerns</p> <p>Effective use of Sports Grant Funding to ensure accessibility of PE in areas such as BOCCA, New age Curling and Swimming</p>	<p>SENCO Head of school Subject Leads</p> <p>Attendance Lead</p> <p>PE Lead</p>	<p>Ongoing through subject leadership and development</p> <p>Half termly attendance reviews</p> <p>Ongoing PE lead</p>	<p>Evidence in Subject reviews</p> <p>Attendance is greater than 96% or show improvements where concerns were addressed</p> <p>Attendance at a range of sporting events</p> <p>SENCO report to CDC committee reflects needs and support.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. These include:</p> <ul style="list-style-type: none"> • Two disabled parking bays on main road in front of School • Disabled toilets and changing facilities • Library shelves with pupil texts at wheelchair-accessible height • Level room access or ramps throughout school grounds and building • Regular audits by Governors and School staff • Playground resources sensitive to those of all physical abilities 	<p>Access assured for current on roll pupils</p> <p>Condition of paths and playground areas reviewed and monitored regularly</p> <p>Equipment checks on annual basis for H&S (Adventure)</p>	<p>H&S walks with Governors</p> <p>SportSafe equipment checks</p>	<p>H&S Governors</p> <p>Head of School</p> <p>Operations Manager</p> <p>All staff</p>	<p>Termly H&S walks with Governors</p>	<p>Review in line with H&S Audit</p> <p>Safety certificates</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure Emergency access is accessible to all	<p>All pupils are able to evacuate the school safely and quickly in an emergency</p> <ul style="list-style-type: none"> Emergency exits clear with width for wheelchair access Alarm bells are situated to enable all areas of the school in audible range Regular fire drills to ensure practice and review Evacuation plan in all classes 	<p>Evacuation considered for all current on-roll pupils.</p> <p>Ensure staff training adequately supports evacuation plans</p>	<p>Escape plan reviewed</p> <p>Weekly testing of fire alarms</p> <p>Staff handbook and annual staff INSET training</p>	<p>H&S Governors Head of School Operations Manager</p> <p>All staff</p>	<p>Termly H&S walks with Governors</p> <p>September Compliance INSET</p>	<p>Review in line with H&S Audit</p> <p>Training completed</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signs Large print resources Pictorial or symbolic representations Adapted resources 	<p>All children are able to access information around the school and within lessons</p>	<p>SENDCO Classroom and grounds Audits</p>	<p>SENDCO Head of School All Staff</p>	<p>Sendco monitoring, book looks and learning walks</p>	<p>Environment and audits reflect information effectively delivered to those who need adaptations</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the Head of School.

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 (SEND) information report
- Supporting pupils with medical conditions policy
- Local Offer