



St Nicholas Catholic Academy

Accessibility plan

Approved by: E Baines

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Contents

1. Aims	2
2. Legislation and guidance.....	3
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

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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.

At St Nicholas Catholic Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to the education of all our pupils and to the wider community.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: SEND advisors pupils, parents, 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 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.

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	Staff	Date	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	<i>Further develop One Page Profiles which match the children's SEND needs in relation to specialist recommendations with regard to physical needs</i>	Identify further inclusive measures for children with disabilities	SENCO	As required	Children's individual physical needs are referenced and actioned in One Page Profiles.
	<i>1:1 LSAs match the needs of the child closely to the support they give, they work very closely with Class Teachers and SENCO in relation to individual needs.</i>	<i>Work with staff on writing bespoke access plans for children</i>	SENCO to work with 1:1s tailoring plans for the individual SEND pupils.	SENCO	As required	Access & evacuation Plans meet the needs of the individual child and are updated as needed.
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	<i>Personal evacuation plans are written for those children</i>	SENCO to work with Evacuation lead to tailor plans for the			
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>					
	<i>Targets are set effectively and are</i>					

	<p><i>appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Where necessary outside agencies provide further support for children to access the curriculum.</i></p>	<p>who have additional needs</p>	<p>individual SEND pupils</p>			
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	<p>Increase accessibility to the school as required</p>	<p>Look at individual needs and make adjustments if required.</p>	<p>SENCO</p>	<p>As required</p>	<p>Physical environment meet the needs of the individual child and are updated as needed.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Large print resources</i> • <i>Visual resources</i> • <i>Makaton</i> 	<p>Staff working with visually impaired and hearing impaired children are aware of individual needs and strategies to support these.</p> <p>Makaton training for staff who support child who needs this to communicate.</p> <p>Seek support from specialist agencies for advice on improving the environment for</p>	<p>Look at individual needs and make adjustments if required.</p> <p>Meet regularly through EHATs to discuss individual needs with relevant Outside Agencies providing support to individual children- Sensory Service, CAAT Team, Occupational Therapy.</p>	<p>SENCO</p>	<p>As required, reviewed through EHAT meetings for individual children's needs.</p>	<p>Children's individual needs are catered for through adaptation, training and support for pupil and staff.</p>

		children with disabilities				
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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 Head Teacher after consultation with SENCO and governors.

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
- Local Offer

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 in one area of the school.	No lift access is currently available for children and staff / visitors to use. If a child is not able to access via the lift then we would rearrange class to be on a ground floor setting (Y1/Y2/EYFS)	Head	If required
Corridor access	Enough space is given for access to wheel chairs and those who need further support in walking	Ongoing evaluation of corridors and ensuring that there is a tidy clear pathway Ensure VI supports are in place	All Staff Site Manager	Ongoing
Emergency escape routes	Personal evacuation plans are written for those children who have additional needs Stair evacuation trolleys are provided for those using wheel chairs	Ongoing evaluation of procedures and routes for individuals	SENCO	If required
Parking bays	Parking is dedicated to blue badge holders in the car park	Restricted access to car park for majority of parents to ensure that parents with blue badges are able to access parking bay	Head SENCO	Ongoing
Entrances	Entrances are wide enough for access to those with disabilities using wheel chairs and requiring support	Ensure that entrances are not blocked and easily opened	Site manager	Ongoing
Ramps	Situated within school, outside school and on the playground.	None		N/A
Toilets	Disabled access toilets situated within access of every year group	None		N/A

Reception area	Reception area is well prepared to deal with any additional requests Staff are very proactive in building relationships with all visitors/parents and fulfilling requests	None		
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