



## **St. Nicholas C of E Primary School**

### **Accessibility Plan**

#### **Our Vision Statement**

***“To maximise the potential of every pupil within the love of God.”***

Date reviewed: March 2021

Reviewed by: G. Kitchen

Approved by Headteacher: April 2021

Date of next review: Spring 2024

It is the policy of this school to endeavour to remove barriers to learning and to facilitate the full participation of all our stakeholders; pupils, parents and carers, teaching and support staff, governors and outside agencies.

The school's admission procedure includes the collection of medical and other information which informs our planning and provision. If and when a parent informs us of a particular need or disability, we do everything in our power to ensure that their needs can be met. This may necessitate the use of core and/or delegated SEND funding to provide additional support or resources.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all previously existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

*(a) He or she has a physical or mental impairment, and*

*(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

St Nicholas Church of England Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Nicholas C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- **Increase access to the curriculum for pupils with a physical disability and/or sensory impairments**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve 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 timeframe.

The St Nicholas Primary School Accessibility Plan relates to the key aspects of **physical environment, curriculum and written information**.

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

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

- Behaviour Management Policy
- Curriculum Policies
- Critical Incident Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governors' Resources Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how our school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENDCo**
- **School Business Manager**

## Action Plan A – Improving Physical Access

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	To liaise with Nursery/Pre-School providers to review potential intake for Sept (Annually)	To identify pupils who may need 'additional to or different from' provision for Sept Intake	As soon as possible ready for Sept	HT EYFS Leader SENDCo	Procedures/equipment/ ideas set in place by Sept.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	On-going	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs, e.g. children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	On-going	HT DHT/SENDCo All Teachers Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	<p>Outside Play visits; referrals to the specialist advisory resources service; CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of B squared Connecting steps to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from SALT and occupational therapy</li> </ul>	On-going	SENDCo Special schools Ed Psych CLAS Team	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.

	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To finely review attainment of all SEND pupils.	SENDCo/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENDCo HT/DHT/AHT	Progress made towards LSP targets. Provision mapping shows clear steps and progress made
	To promote the involvement of disabled students in classroom discussions/activities  To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	On-going	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Resources Governing body meetings	Annually ½ Termly SEN Governor / SENDCo meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

## Action Plan B – Improving Curriculum Access

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	On-going	SLT/SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role-play areas.	On-going	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> <li>• Create access plans for any individual disabled children as part of SEND LSP/Provision map process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings, etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs</li> </ul>	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher DHT/SENDCo	

	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>Utilise the two disabled parking spaces for disabled to drop off &amp; collect children</li> <li>Offer a telephone call to explain letters home for some parents who need this</li> <li>Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
<b>MEDIUM TERM</b>	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To improve community links	School to continue to have strong links with schools in the Blackpool Authority and the wider community.	On-going	SMT All staff	Improved awareness of disabilities/the wider community of Blackpool and the world and their needs  Improved community cohesion
	Continue to develop the current playgrounds and facilities	Look for funding opportunities wherever possible	On-going	Whole school approach	Inclusive child-friendly play areas.
	To ensure turning circle, roads, paths around school are as safe as possible	Communication with parents via safety messages /letters/walk to school week	On-going	All staff SMT	No accidents



## Action Plan C – Improving the Delivery of Written Information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Parents with Hearing impairments or difficulties with reading/writing	Regular communication with parents	On-going	Class teacher SMT	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	On-going	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>Auditing signage around the school to ensure that is accessible to all is a valuable exercise</li> </ul>	On-going	Headteacher/SLT/ Office staff All Teaching and non-teaching staff	All information accessible to all pupils, parents and visitors.
<b>MEDIUM TERM</b>	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher.	Annually	Class teachers DHT/SENDCo Outside agencies	Each teacher/staff member aware of disabilities of children in their classes
<b>LONG TERM</b>	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In-school record system to be reviewed and improved where necessary. (Records on Arbor/ network protected )	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school