



St Nicholas C of E Primary School

Accessibility Plan

March 2024 review

Next annual update March 2025

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Aims of the Accessibility Plan

This plan outlines how St Nicholas C of E Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment or as demanded by the annual audit.

The accessibility audit

- 1.1. The governing board will undertake the annual Accessibility Audit in the Autumn Term from 2024. 2024 review to be completed by Head Teacher and SENDCo July 2024 with Governor support.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Ongoing curriculum review to consider how differentiation and adaptation can be employed to support accessibility for all pupils – see Appendix 1	Subject leads & champions to review provision Summer term and Autumn Term supported by SENDCo and then SLT	Subject leads & champions; SENDCo; SLT	Summer & Autumn 2024 and ongoing	Curriculum is accessible and review process set up for future development	As stated
	Quality assure equipment and strategies to support a fully accessible PE curriculum	Review PE equipment and access to PE curriculum for all groups who face barriers to full engagement – physical disabilities, comprehension.	PE Lead; Sports Coach and HLTA; Phase Leaders; SENDCo	Summer & Autumn 2024	Curriculum is accessible and review process set up for future development	July & November 2024, then annually

Medium term	Ensure school trips, risk assessments take full account of needs of pupils with SEND	Risk assessment and planning training review	Teachers, SENCO & EVC	From Summer 2024 as trips planned or researched	Ensure planning of school trips takes full account of pupils with SEND and review by EVC	Termly review
	Subject leads and champions to review curriculum offer through the lens of accessibility	Audit of the curriculum	Headteacher, teachers, SENCO	Autumn 2024 to Summer 2025	Relevant staff are aware of the accessibility gaps in the curriculum	Termly academic year 24 - 25
	Review training needs and experience to ensure staff have the appropriate and relevant skills to support pupils they work with regularly with SEND e.g. dyslexia training	INSET and resources provided to staff members	Headteacher, SLT, external advisors, SENDCo	Summer 2024	Staff members have further knowledge and skills to support pupils with SEND in curriculum and extracurricular activities	Summer 2025
Long term	Subject leads and champions to review curriculum offer through the lens of accessibility – further development	Review of cohort need and staff skills/training	Headteacher, teachers, SENCO	Autumn 2024	Relevant staff are aware of the accessibility gaps in the curriculum and steps/ plans in place to close gaps	Termly review from September 2024

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Ensure the school's physical environment is as accessible as possible within constraints of building	Audit/review of physical environment	H&S Governor; SLT; WCC advisors re premises	Summer 2024	School is aware of accessibility barriers to its physical environment and will make appropriate adaptations to address them	Summer 2025
	Ensure fire evacuation procedures are supportive	Audit of fire procedures, fire zones and wardens	HT	From Summer 2024 – different routes	School is aware of accessibility barriers to its evacuation procedures and will plan to address them	Summer 2025
Medium term	Learning environment of pupils with hearing impairments – accessibility checks	Incorporation of appropriate strategies and resources	SENDCo & HT; Governors	Spring/ Summer 2024	Learning environment is accessible to pupils with hearing impairments	Autumn 2024
	Review learning environment to support children with comprehension challenges	Audit and action plan	HT, SENDCo, Phase leaders.	Autumn 2024	Learning environment is supportive to pupils with comprehension challenges such as autism, dyslexia	Spring 2025

Long term	Review accessibility re toilets and hygiene	Audit	HT H & S Governor Site Manager	Spring 2025	Access to toilets is appropriate	Autumn 2025
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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
	School needs to ensure written information accessible	Schools seeks advice from external advisors following audit/ review by SENCO & EaL champion	SENCO	Autumn 24	School is aware of accessibility gaps to its information delivery procedures	Spring 2025, annual follow up
Medium term	Written information may not be accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and monitor condition of window blinds	SENCO, site manager	Summer 2024	Written information is fully accessible to children with visual impairments	Autumn 2025 then annually

Long term	School website may not be easily accessible to those with additional needs or where English is not 1 st language	Audit of website	Computing Lead, Senior administrator, EaL champion, SLT	Autumn 2024	Improved accessibility to website and access to support clearly signposted	Spring 2025
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