

ST NICHOLAS SCHOOL

**ACCESSIBILITY PLAN: 2020 - 2023**

**INTRODUCTION (INCLUDING DEFINITION**

This document meets the statutory requirements set out in the Equality Act 2010, and that the school's governors are accountable for ensuring that it is implemented and reviewed.

The plan covers how the school aims to:

- Improve access to the physical environment of the school
- Increase access to the curriculum for pupils with a disability
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities

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**1. Aims**

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.

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, 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: 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.

AREA OF FOCUS	LEARNING & BEHAVIOUR	PHYSICAL DISABILITY	VISUAL IMPAIRMENT	HEARING IMPAIRMENT
CURRICULUM ADAPTATION	Curriculum Policy SHINE curriculum Reviews/plans <ul style="list-style-type: none"> <li>• Positive Behaviour Management</li> <li>- ASD</li> <li>- Active Ed.</li> <li>- Shared Goals</li> <li>- Marking System</li> </ul>	Curriculum Policy Reviews/plans <ul style="list-style-type: none"> <li>• sensory approaches</li> <li>• communication aids/ ICT equipment</li> <li>• shared Goals</li> </ul>	Curriculum Policy Reviews/plans - sensory approaches Shared Goals	Curriculum Policy Reviews/plans - sensory approaches Shared Goals
RESOURCES	Work stations Specialist Rooms and	Seating systems MOVE equipment	Height adjustable tables	Loop systems

	spaces Safe spaces	Height adjustable tables Sensology equipment	Magnifier/enlarger Embosser (tactile images)	
PHYSICAL ENVIRONMENT	New build and refurbishment : <ul style="list-style-type: none"> <li>• withdrawal spaces</li> <li>• panic buttons</li> </ul>	New build and refurbishment : <ul style="list-style-type: none"> <li>• Access (ramp/lift)</li> <li>• Adapted doorways</li> <li>• Adapted viewing points</li> <li>• Toilets</li> <li>• Changing areas</li> <li>• Height adjustable furniture</li> <li>• Tracks for wheel chairs</li> </ul>	New build and refurbishment : <ul style="list-style-type: none"> <li>• colour schemes</li> <li>• routes</li> <li>• signs</li> <li>• lighting</li> <li>• task lighting</li> </ul>	New build and refurbishment : <ul style="list-style-type: none"> <li>- acoustics</li> <li>- sound proofing</li> </ul>
SUPPORT STRATEGIES	Individual/small group work TEACCH approach Objects of reference Multi-disciplinary team Positive Behaviour Support Creative Therapies	Objects of reference Multi-disciplinary team	Magnifier/Enlarger Objects of reference Multi-disciplinary team	AAC Objects of reference Multi-disciplinary team
POLICIES	ASD policy	MOVE		Communication

	Behaviour Management Policy	Primary Needs		Objects of Reference Communication Aids
MONITORING	School data base Work scrutiny Marking system Shared Goals SHINE	MOVE team	Review meetings	Review meetings
HEALTHY AND SAFETY	Risk assessments	Risk assessments	Risk assessments	Risk assessments
TRAINING	Behaviour Management Child Protection ASD ELKLAN	MOVE Developing hand function Primary needs	Multi-sensory approaches Training in the teaching of wearing glasses	Multi-sensory approaches Acoustic environments Understanding auditory reports Care of hearing aids

### MONITORING AND REVIEW

This policy will be reviewed by the Deputy Headteacher and the Equality Working Party every 3 years.

At every review, the policy will be approved by the full governing board.

### EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;
- Foster good relations, and create effective partnership with all sections of the community;
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.

LINKS TO OTHER RISK ASSESSMENTS, POLICIES and PROCEDURES

This policy links to all other school risk assessments, policies and procedures – in particular:

SINGLE EQUALITY POLICY

EQUALITY ACTION PLAN

SEND POLICY AND INFORMATION REPORT

POSITIVE BEHAVIOUR SUPPORT

STAFF CODE OF CONDUCT

HEALTH AND SAFETY

COMMUNICATION

REVIEWED BY STEPHEN KING

REVIEWED TERM 2 2020

RATIFIED BY THE FULL GOVERNING BODY ON 21<sup>ST</sup> JANUARY 2021