



St Nicolas CE Primary School

ACCESSIBILITY PLAN 2025 - 2028

STAFF SIGNATURE:

A. Spoon

GOVERNOR SIGNATURE:

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DATE ADOPTED: September 2025 (FGB)

DATE FOR REVIEW: July 2028 (FGB) (with Accessibility Policy)

Additional notes:

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 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

St Nicolas CE Primary School, Abingdon (“the 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.

- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled people at a substantial disadvantage
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- to publish an Accessibility Plan

The plan will be made available online on the School website, and paper copies are available upon request.

The 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'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 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Continuing CDP for all staff on specific, high incident SEND difficulties, such as dyslexia, ASD, including appropriate teaching strategies. • Continued use of specialist services to support specific needs e.g. occupational therapists, SENSS teams, medical staff. • To have access to high quality first teaching with adapted differentiation, through planning, preparation and resourcing. • To develop universal, specialist, targeted offer for four areas of SEND register. • To have effective deployment of all staff across school to work with children. 	<p>To ensure all staff making personalised adaptations for pupils.</p> <p>To ensure that all staff are aware that barriers to the curriculum can be emotional as well as physical.</p>	<p>As current good practice – adapting to the needs of the children as they present themselves</p>	<p>Governors</p> <p>SENCo</p> <p>SLT</p> <p>All staff</p>	<p>On going</p>	<p>Children with accessibility needs make good progress and achieve outcomes from pupil [profiles and/or EHCPs. This is validated within school, such as pupil profile reviews, as well as by outside agencies when visiting children with accessibility needs.</p> <p>Children with accessibility needs have good attendance.</p> <p>Parent/ career and children with accessibility needs report that the children feel well supported and understood at school.</p>

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	<ul style="list-style-type: none">• Early identification of emotional needs by staff, then through observation and discussion with SENCo/Pastoral team.• Continued funded, targeted support for PP children (See PP plan for additional details).• Enhanced transition for YR and Nursery children to allow advanced adaptations.					

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • High definition pedestrian pathways in carpark • Electrically opening doors in two key area for wheelchair users • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Continued use of specialist services to support specific needs e.g. occupational therapists, SENSS teams, medical staff. • Enhanced transition for YR and Nursery children to allow advanced adaptations. 	<p>To continue to provide reasonable adaptations to allow access to the school environment.</p>	<p>To remove all items from accessible toilet floors that limit accessibility and are not linked to access.</p> <p>To continue to make personalised adaptations for children following advice from services, such as NHS Occupation Therapy.</p>	<p>Governors – particularly H&S and SEND</p> <p>SENCo</p> <p>Business manager</p>	<p>On going</p>	<p>All areas of the school are accessible with ease to all stakeholders.</p> <p>Personal and reasonable adaptations made for individual needs.</p>
<p>Improve the delivery of information to</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p>	<p>To review information to parents/carers to</p>	<p>To ensure that all documents on the website are searchable PDF</p>	<p>Governors</p> <p>Office staff</p>	<p>On going</p>	<p>PDF documents are able to be adapted for personal accessibility needs</p>

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pupils with a disability	<ul style="list-style-type: none">• Internal signage• Large print resources• Pictorial or symbolic representations	ensure it is accessible.	forms and are not scanned versions.			

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body.

It will be approved by the Performance and Standards committee on behalf of the Governing Body.

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
- SEND policy
- Supporting pupils with medical conditions policy