

Accessibility Plan 2022 - 2025
St Nicolas CE Primary School
(Approved by the Full Governing Body – 12 July 2022)

Introduction

St Nicolas CE Primary School recognises its duty under the DDA (as amended by the SENDA):

- 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 school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Purpose of the Plan

This plan shows how the school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

There have been a number of significant additions/alterations to the school environment (pre 2019) including:

- adaptation of the curriculum to suit individual educational and physical needs
- accessible toilets across the school (Reception, Y2, KS2 corridor and main office)
- grab rails and contrasting seats in children's main toilets (KS1)
- visually impaired access audit carried out annually since summer 2017 and adaptations made accordingly, including contrast strips added to gazebo, YR stage, contrast tape on playground posts.
- adaptations for individual children's needs as appropriate

Methodology

This Accessibility Plan has been compiled by the SENCo and SEND Governor in close consultation with the Headteacher. The plan has been considered by existing parents in our community of children with disabilities and adults associated with the school who have a disability.

Key Objectives:

- To increase access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school trips/visits)
- To make the school more accessible to disabled pupils, staff and parents, including those affected on a short term basis – for example, if the use of crutches or a wheelchair is required for a fixed period

Plan Availability:

The school makes the Accessibility Plan available in the following ways

- a copy is posted on the school's website
- paper copies are available from the office

Review and Evaluation:

The plan is valid for three years 2022-2025. It is reviewed annually.

1. Access to the physical environment

Target/Issue	Action required	Timescale	Resources and Responsibility	Outcome
Car parking – very crowded car park with cars using space in front of electric main gates, preventing sufficient access for emergency vehicles to the school site.	To maintain space in front of main electric gates with no parking markings i.e. hashed box area.	July 2024	Governors – particularly H&S and SEND SENCo Business manager	
Entrances (external doors) – external doors across the school are very heavy. Opening inwards, they can be pushed on entry. Pulling to open inwards when exiting is very difficult for wheelchair users or those with limited strength. They are self-closing and heavy as they are fire doors. The door to the main school office is also affected.	To investigate a self-opening door (with access button) for the main school office.	July 2024	Governors – particularly H&S and SEND SENCo Business manager	
WC provision – not all facilities are fully usable as there were areas within the accessible toilets being used as storage	To remove all items from accessible toilet floors that limit accessibility and are not linked to access. To continue to make personalised adaptations for children following advice from NHS Occupation Therapy services.	July 2024	Governors – particularly H&S and SEND SENCo Business manager	

2. Access to the Curriculum

Target/Issue	Action required	Timescale	Resources and Responsibility	Outcome
To ensure all staff making personalised adaptations for pupils.	<p>Continuing CDP for all staff on specific, high incident SEND difficulties, such as dyslexia, ASD, including appropriate teaching strategies.</p> <p>Continued use of specialist services to support specific needs e.g. occupational therapists, SENSS teams, medical staff.</p> <p>To have access to high quality first teaching with adapted differentiation, through planning, preparation and resourcing.</p> <p>To develop universal, specialist, targeted offer for four areas of SEND register.</p> <p>To have effective deployment of all staff across school to work with children.</p>	July 2024	<p>Governors</p> <p>SLT</p> <p>All staff</p>	
To ensure that all staff are aware that barriers to the curriculum can be emotional as well as physical.	<p>Early identification of emotional needs by staff, then through observation and discussion with SENCo/Pastoral team.</p>	July 2024	<p>Governors</p> <p>All staff, specially Pastoral Team (SENCo, HSLW, CtM and ELSA)</p>	

	Continued funded, targeted support for PP children (See PP plan for additional details).			
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3. Access to Information

Target/Issue	Action required	Timescale	Resources and Responsibility	Outcome
To review information to parents/carers to ensure it is accessible.	To ensure that all documents on the website are searchable PDF forms and are not scanned versions.	July 2024	Governors Office staff	