



# St Nicholas CE Primary Academy Accessibility Plan

## Mission statement

St Nicholas CE Primary Academy believes that all pupils, their families and the wider community should be given every opportunity to fulfil their potential through education. We recognise that everyone is unique. By respecting and encouraging the individual we aim to produce confident, independent thinkers and learners able to respond positively to an ever-changing world.

Christian values underpin all aspects of the school.

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## St Nicholas CE Primary Academy Accessibility Plan

At St Nicholas CE Primary Academy our values reflect our commitment to an academy where there are high expectations of everyone. Children are provided with learning opportunities so that each child attains and achieves all that they are able to. Everyone in our academy is important and included. We promote an ethos of care and trust where every member of our community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe environment, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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. 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 existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "academies 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 academy's Equality Objectives, and will similarly be published on the academy website. We understand that registered bodies (the LA, OFSTED etc) will monitor the academy 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 CE Primary Academy is committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents and visitors

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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 academy.

We recognise and value parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respect both parents and children’s rights to confidentiality.

The St Nicholas CE Primary Academy Accessibility Plan shows not only what is already in place but how access is to be improved for disabled pupils, staff and visitors to the academy 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 an academy 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 academy such as participation in after-academy clubs, leisure and cultural activities or academy 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 academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy 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 academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

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

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 policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Academy Improvement Plan

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- Special Educational Needs & Disabilities Policy

The Accessibility Plan for physical accessibility relates to the Access Audit, 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 academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

**Physical Access Currently in Place**

To assist children and adults with physical access to the school environment the following facilities are in place:

- Fully accessible car park – The car park is accessible to all and ramp access is provided to the main footpaths at both ends of the car park. The school provides 1 disabled parking space of the required width, with drop kerbs and at the closest point possible to the school entrance.
- Ramp and ramp systems – 1 classroom per year group is fully accessible to wheelchair users and appropriate edge markings are defined.
- Doors and door controls – key internal corridor doors have sensor access and remote opening panels.
- Sanitary conveniences – Toilet facilities for the disabled are provided
- Signage and way finding – fire exits, access points and toilet facilities are clearly labelled.
- Finishes and decorations – the school is decorated to a high standard throughout and wall coverings, decorations or wall hangings and pictures and finishes do not present an obstruction or hazard to any member of the school community.
- Stairs and stairways – the school is built on one level and does not have areas whose only access/egress is via stairs, internal steps or stairways. An alternative route is always available.
- External steps have yellow high-visibility edges
- Handrails are painted with yellow high-visibility paint
- Communications, alarm & security systems - The school premises has restricted pedestrian access during school hours and all visitors report to the main office to declare their presence and purpose for their visit. Access to the school is controlled by a security card access system. A remote access system is operated by office staff. Most exterior doors are controlled by security cards.
- Lifts and lifting devices – the school is built on one level and does not require a lift. Lifting devices to facilitate easy movement of children with a physical disability are available and appropriate training would be provided for staff.
- Lighting – the school has undergone an extensive programme of refurbishment to lighting and now benefits from LED lighting in all classrooms, corridors, offices and high traffic areas, and all classrooms benefit from blinds.
- Furniture and equipment – furniture in all areas of the school is fit for its intended purpose and can accommodate wheelchair access where needed. For the visually impaired, contrast architrave is placed around doors. In the event of the need to

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accommodate either visually impaired pupil or staff, high contrast architrave would be placed around doors.

- Emergency access routes – ~~see school evacuation plan and, where appropriate, personal escape plans.~~ Emergency access plans are displayed in each room and PEEPs written for individual pupils or staff according to need.
- Toileting and changing facilities – Additional toileting and changing facilities are available and accessible by all.

All future building projects that adapt, replace or add to existing building stock will improve accessibility where necessary.

### **Monitoring and review**

Equality Impact Assessments will be undertaken as and when 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 academy website.

The Accessibility Plan will be monitored through the Governor 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 accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our academy will continue to be identified and monitored by:

- The Governing Body
- Head Teacher
- Academy Business Manager
- SENCo

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**ACCESSIBILITY PLAN**

Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Mark all external steps with yellow highlighting paint.	Ongoing routing bi-annual maintenance programme Summer 2021	£600 –
2.	External handrails	Mark all external handrails with yellow highlighting paint	Ongoing routing bi-annual maintenance programme Summer 2021	As above
3	Disabled parking	Spaces provided to be clearly demarcated	Ongoing routing bi-annual maintenance programme Summer 2020	Nil
4	Corridor	Keep corridors clear from obstructions.	Immediate	Nil

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**ACCESSIBILITY PLAN**

**Action Plan A – Improving Physical Access**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							Trust	Academy
	Can all pupils and staff enter the premises easily and safely during the school day during periods of wet weather?	Caretaker to undertake feasibility of digging out drainage runs to soak-aways outside KS2 classrooms	Summer holiday 2020	High	Hire of mini digger, replacement gravel			

No specific requirements identified in addition to provision already in place (see page 4). Further adaptations will be considered according to the needs of pupils and adults as required.

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### ACCESSIBILITY PLAN

#### Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							Trust	Academy
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs			
2	Interventions	SENCO ongoing audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing	High	Resourcing costs of identified areas to develop			
3	Staff training insupporting pupils with SEND – focus on keyareas of need within the academy: SEMH, ASD	SENCO/HT/DHT Identify gaps in staff knowledge and source training through The Beacon.	Ongoing	High	Course fees			
4	Tests and assessments. Differentiated assessments including use of amanuensis, adult reader, taped materials and extra time in accordance with STA guidelines.	DHT to apply for differentiated assessment materials in accordance with STA guidelines as required.	Ongoing					

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

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							Trust	Academy
1	Availability of written material in alternative formats when specifically requested	The academy will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The academy will review formats published on academy website – particularly for new parents to the academy, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable			
3	Review of alternative methods of information dissemination to stakeholders	The Academy will continue to promote communication through Parentmail and Class Dojo for all parents, enabling quick clear access via a variety of devices eg: mobile phone app. Paper copies will also be available						

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