

Accessibility Plan

Introduction and Ethos

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.

Legislative Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the **Equality Act 2010**. Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

The Equality Act 2010 replaced all previous equality legislation, including the Disability Discrimination Act. The effect of the law is the same: *academies cannot unlawfully discriminate against pupils, staff, parents or visitors because of sex, race, disability, religion or belief, or sexual orientation*.

According to the Equality Act 2010, a person has a disability if:

- (a) they have a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
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Scope of the Plan

The Accessibility Plan is structured to complement and support the academy's Equality Objectives and will be published on the academy website. Compliance will be monitored by governors, Ofsted and the Local Authority.

The Accessibility Plan applies equally to **pupils, staff, parents, visitors and contractors**. As an academy and place of work, St Nicholas CE Primary Academy also recognises its duty under the **Health and Safety at Work Act 1974**, the

Workplace (Health, Safety and Welfare) Regulations 1992, and the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 to ensure accessibility across all aspects of the school environment.

Objectives

St Nicholas CE Primary Academy is committed to:

- **Increasing access to the curriculum** for pupils with disabilities, ensuring they are equally prepared for life as their peers. This includes teaching and learning, after-school clubs, leisure and cultural activities, school visits, and the use of specialist or auxiliary aids.
- **Improving and maintaining access to the physical environment** of the academy to support the needs of all pupils, staff and visitors.
- **Improving the delivery of information** to pupils, staff, parents and visitors with disabilities, in a range of formats, within a reasonable timeframe.
- **Ensuring workplace accessibility for staff**, with reasonable adjustments provided to enable all employees to work effectively and inclusively.
- **Raising awareness and training staff and governors** to ensure understanding of accessibility duties under the Equality Act 2010.
- **Consulting with parents, pupils and staff** with disabilities to inform reviews and future developments of the plan.

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 blue high-visibility paint providing a contrast in the environment
- 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 fob access system. A remote access system is operated by office staff. Most exterior doors are controlled by security fobs.
- 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. In the event of the need to accommodate either visually impaired pupil or staff, high contrast architrave would be placed around doors.
- Emergency access routes. 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

The Accessibility Plan will be **reviewed annually** by the Governing Body.

- Progress will be reported in the **school's Annual Report to Parents**.
- The plan will be monitored by the **Governing body** and may be evaluated during Ofsted inspections.
- A new Accessibility Audit will be completed at the end of each cycle (each year) to inform the next plan.
- Equality Impact Assessments will be undertaken when reviewing relevant policies.

Accessibility Action Plan (2025–2028)

Objective	Action	Timescale	Responsibility	Monitoring & Review
1. Improve curriculum access for pupils with SEND and disabilities	Provide alternative formats of resources (large print, digital, coloured overlays). Audit curriculum areas for accessibility. Ensure access to after-school clubs and trips.	Ongoing; audit completed by July 2026	SENCo, Subject Leaders	Annual review by Governing Body; pupil and parent surveys
2. Staff training on equality and accessibility	Annual training for all staff on Equality Act duties, disability awareness and reasonable adjustments. Induction training for new staff.	Induction and refresher annually	Headteacher, SENCo, HR Lead	Training records; governor monitoring
3. Improve written and digital communication	Ensure letters, reports and information are available in large print, audio, and electronic formats on request. Website to meet WCAG 2.1 AA compliance.	By December 2026	Senior Academy Administrator, ICT Lead	Annual ICT accessibility audit
4. Workplace accessibility for staff	Provide workplace adjustments (ergonomic furniture, ICT aids, flexible timetables). Occupational Health assessments as required.	Ongoing	Headteacher, HR Lead	Staff wellbeing surveys; HR monitoring
5. Improve accessibility of physical environment	Ensure new building projects comply with Equality Act standards. Maintain accessible toilets, ramps, and signage. Review physical access annually.	Annual review; ongoing improvements	Site Manager, Senior Academy Administrator, Governing Body	Annual Access Audit
6. Consultation with stakeholders	Conduct annual SEND parent/pupil/staff survey to gather feedback on accessibility. Use results to inform plan updates.	First survey by July 2026, then annually	SENCo, Headteacher	Annual report to Governors

Objective	Action	Timescale	Responsibility	Monitoring & Review
7. Emergency procedures	Ensure all staff trained in PEEPs (Personal Emergency Evacuation Plans). Update PEEPs annually for pupils/staff as needed.	Ongoing, updated annually	SENCo, Health & Safety Lead	Governor Resources Committee
8. Monitoring and accountability	Publish annual Accessibility Plan progress on school website and report to parents.	Annually (July)	Headteacher, Governing Body	Public report and governor minutes