St Nicolas and St Mary CE Primary School

Accessibility Plan

Written: Autumn 2023
Reviewed: Autumn 2024, Autumn 2025, Autumn 2026 *(Reviewed annually by governors and school)*
To be updated: Autumn 2027

Purpose:

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously detailed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010.**

According to the Act, a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This **Accessibility Plan** is a statutory duty and sets out the proposals of the Governing Body of the school to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act, the plan focuses on three key areas:

1) increasing the extent to which disabled pupils can participate in the school curriculum;
2) improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school's Accessibility Plan is resourced**,** implemented and reviewed as necessary. It will be reviewed annually by the Governing Body and updated at least every three years.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

For the review, the actions will be shaded as follows:
☐ GREY for actions that are complete
☐ GREEN for actions that are complete but require ongoing activity.

Linked policies:

St Nicolas and St Mary CE School are committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:
☐ Special Educational Needs and Disability Information Report and Local Offer
☐ Accessibility Checklist
☐ Teaching and Learning Policy
☐ Child Protection Policy
☐ Health & Safety Policy
☐ Equality Policy
☐ Staff related policies, e.g. risk assessments, Return to Work, Equalities Scheme

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

When completing the Accessibility Plan, school leaders will use the Accessibility Checklist to support them. This document is also available on our website.

St Nicolas and St Mary CE Primary School Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets	**Actions**	**Lead People**	**Timeframe**	**Success Criteria**
Further training of staff and monitoring of learning to ensure appropriate adaption and challenge within the curriculum for all children.	-Observation and monitoring of lessons, learning and interventions. -Ongoing programme of staff training provided by SENDCO, Your Space Therapies and other outside agencies eg ASCT, LBAT, Physical Disabilities Team, Occupational Therapy. -Providing access to courses and CPD. -Records to be kept of training attended. -Working closely with outside agencies eg. Sensory Support, Inclusion Support Team. -Use of West Sussex's Ordinarily Available Inclusive Practice (OAIP) document. -Child voice and parent voice taken throughout the year.	SENCO/SLT/HT	In place but ongoing.	The needs of all learners will be met and all children will make progress.
To ensure that Collective Worship consistently enables children with disabilities to participate.	-Children with a visual impairment will be supported by ICT, physical objects or having a TA/teacher alongside to support. -Seating arrangements will be considered. -Visual timetable to be visible. - Ear defenders are available for those who need them -All children will be welcomed to worship and will only be expected to stay as long as they are engaged. -Sign of the week introduced to Collective Worship.	All staff inc. SENCO/SLT/HT	In place but ongoing.	Collective Worship will be accessible and engaging to all children at all times.

To ensure that resources are used to increase access to the curriculum for disabled pupils.	-Strategic deployment of TAs. -Appropriate training provided eg. Setting up and moving equipment eg walkers and seating systems, CCTV for visually impaired children, Clicker. -Development of ICT to further support pupils eg. embedding the use of Clicker across the school and other accessibility apps. -Resources purchased as and when needed (eg. sloping boards, wobble cushions, special cutlery). -Ensure equipment is working and seek support and advice if needed.	SENCO/SLT/HT	In place but ongoing.	A range of resources will be successfully used to increase access to the curriculum.
To gain feedback from parents/carers and pupils to inform future priorities.	-Consultation with parents/carers of pupils with SEND. -Seek pupil voice.	SENCO	Completed previously however important focus for 23-24.	Feedback will be used to inform future priorities and school improvement.
Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	**Actions**	**Lead People**	**Timeframe**	**Success Criteria**
Improvements to aid those with a visual impairment.	- Maintenance of steps, poles, doors or identified hazards highlighted in yellow / non-slip paint. -Trip hazards identified and addressed with the support of Sensory Support. -Appropriate use of colour schemes for decoration to benefit the children. Follow advice on contrasting colours and re-decorate if necessary	SENCO/HT/SBM and Premises Team.	Ongoing	Hazards highlighted and addressed so that the physical environment has a reduced level of risk for visually impaired people.
Improvements to aid those with a hearing impairment.	-Consider extending the number of lights linked to fire alarms e.g. in specific children's classrooms, outdoor areas subject to children's needs. Not currently relevant -Seat children with a hearing impairment near the front -Use of voice amplifying equipment when relevant	SENCO and SBM.	Ongoing	The school will be fully accessible for hearing impaired children
Improvements to aid those with a physical disability	-Work together with the Phsyical Disabilities Team to identify and provide the right equipment eg walker, seating system and toileting chair and ensure that is is adjusted regularly -Train staff to ensure that equipment is used correctly	SENCO and SBM	Ongoing	The school will be fully accessible for children with a physical disability

To improve the quality of provision for children with specific needs.	-Ensure that classrooms are suitable for individual children. Provision of a hygiene room As and when needs arise, these are addressed.	SENCO/SLT/Premises Team	Ongoing	The school experience for children with specific needs will be enhanced.
Access to school, toilets and reception area appropriate for wheelchair users.	-Clear route through school for disabled people. -Provide access plan of building in reception area for visitors. -Provision of accessible toilets for pupils and adults	SBM and Premises Team	Ongoing	The school will be fully accessible for wheelchair users
Aim 3: To improve the delivery of written information for both parents and pupils.				
Targets	**Actions**	**Lead People**	**Timeframe**	**Success Criteria**
Improve accessibility of information for parents	- Improved content on website to meet all parents queries. - Weekly bulletin to provide timely reminders to parents and reduce frequency of texting. - All letters sent out now available on the website. - Better sharing and communication of information required by parents across the school. - Good relations established with parents to facilitate enhanced communication between home and school e.g. if parents cannot access written information. - Consultation with parents (including those with EAL) as to barriers in the way of them accessing information. - Home School Link Worker role addresses any barriers in place with key families.	SENCO/SLT/HT	Ongoing	All parents/carers will be up-to-date and well-informed of school information.
To make available written material in alternative formats, when requested or needed.	-Staff and parents to be aware of services available for requesting information in alternative formats, when necessary. This is stated at the bottom of the staff and parent/carer bulletin weekly and is promoted by the Home School Link Worker.	HT/SENCO and Office Staff	As necessary	Information will be available in alternative formats, on request and if needed.