



'Where charity and love are, God is there'

Accessibility Plan

2024-2027

Ratification Table:

Approved by:	LGC	Date: 15/05/2024
Last reviewed on:	May 2024	
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Introduction

The Equalities Act 2010, places a duty on all schools and Local Authorities (LA's) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils matters.

Purpose of the Plan

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

The overall objective is to reduce and eliminate barriers to education and full participation in the school community for pupils, and prospective pupils, with a disability.

Definition of disability (The Equalities act 2010)

“A person (P) has a disability if—

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Principles

Compliance with The Equalities Act 2010 is consistent with the school's ethos and aims.

The school recognises its duty:

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

The school will:

Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. The school endorses the development of a more inclusive curriculum by:

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

The Equalities Act 2010 requires that all schools adhere to the following areas of responsibility:

- Increasing 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, leisure and cultural activities or school visits)
- The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teachers, consultants and of appropriate health professionals from local NHS Trusts.
- Improving access to the physical environment of the school (this includes improvements to the building, physical environment and physical aids across education)
- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings
- Improving the delivery of written information to disabled pupils, parents and carers (this will include planning to make written information more accessible)
- The school will make itself aware of local services that can provide information in alternative formats when required or requested.

Planning Area	Target	Strategies	Time scale	Responsibility	Success Criteria
Physical environment	The school is aware of access planning for individual disabled pupils, staff, governors, parents, carers and visitors	To create support plans for individual pupils as part of the provision planning process when required	As required	SENDCo	Individual Support Plans in place for disabled pupils and all staff are aware of pupils needs
		Consider access needs during recruitment process	As required	Headteacher Governors	Access issues do not influence recruitment and retention needs
	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher Business Manager Governors SENDCo School Surveyor	Re-designed buildings are usable by all
	Maintain safe access for visually impaired people	Yellow step edges. Then subsequently checked regularly. Check exterior lighting is working on a regular basis.	Ongoing checks	Caretaker / Business Manager	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the year
	Fire exits are clearly signed, visible and free from obstructions	Regular audit of all fire exits Ensure signage is compliant and clearly visible Ensure all staff are aware of their responsibilities to maintain safe access and egress	Termly and weekly checks	Business and H&S Manager / Caretaker	All fire exits are fully accessible and maintained in a safe manner monitored through monthly reviews and ongoing spot checks

Education and related activities	To ensure all children are included in school visits	Inclusive activities are planned for all children so that everyone can have equal access to school visits Appropriate risk assessments and staffing are put into place to support the needs of specific pupils during school visits	Termly schools visits	Business Manager Subject Leads Class teachers SENDCo	School visits are accessible and inclusive for all
	The structure of the day is clearly communicated to all pupils including any changes to the established routine.	All classes to display visual timetables	By September each year and on-going monitoring of their availability	SENDCo Class teacher Head teacher	Pupils are aware of the structure of the day and are prewarned of any changes to the regular routine
	All appropriate staff, including visiting teachers, and parents will have a clear understanding of the provision required to facilitate inclusion in learning.	Develop and maintain Provision and One Page Profiles for all pupils on the SEN register regularly	By September each year	SENDCo Class teacher Head teacher	Staff, parents and children collaboratively produce One Page Profiles and these are used to inform inclusive classroom practice.
	Ensure support staff have specific training on disability issues to support individual pupils	Be aware of staff training needs. Staff access appropriate CPD (Online learning modules if required)	As required	SENDCo Headteacher	Raised confidence of support staff to provide appropriate support for children with disabilities
	Ensure all staff are aware of disabled pupils' curriculum access	Set up a system of individual support plans when required, including Information sharing for all agencies involved with the child	As required	SENDCo Headteacher	All staff aware of individual needs
	Use ICT to support learning	Make sure appropriately adapted ICT is available for pupils with access needs.	As required	SENDCo Class teachers Online safety lead	All pupils are able to access ICT via appropriate adaptations to meet their needs

	Pupils with sensory and / or attachment needs can access a calming sensory space.	A sensory room in use. Audit furnishings.	Ongoing checks	SENDCO Head Teacher	Pupils are able to access appropriate sensory stimulus
	All PE lessons are accessible to all pupils.	Staff training to include accessible and adapted PE strategies	Ongoing from September annually	PE lead Head teacher Class Teacher	Full inclusion of all pupils in PE
	All after school activities are accessible to children with SEN and /or disabilities	Club request / planning information to include accessibility question. Annual audit of participants	Ongoing from September annually	SENDCO Head Teacher	Clubs are fully accessible and inclusive
Provision of information	To provide written information in alternative formats where required	Be aware of local services providing information in alternative formats and languages and use these as required	As required	SENDCo School office	Information is translated or re – formatted to make it accessible for all families at St Nicholas of Tolentine
	Signage welcoming visitors to school is clear.	Add signs to the front of the school directing visitors to the office, KS1 and Reception class. Use symbols and community languages.	Ongoing from September annually	SENDCO	All visitors can understand welcome and direction signage into school
	All appropriate staff, including visiting teachers, will have a clear understanding of pupil access needs.	Individual pupil access plans (containing medical needs / One Page Profiles/ evacuation plans) are kept in classrooms (in SEN folders and the supply folders (office) to be handed to new staff on arrival.	Ongoing from September annually	SENDCO	Staff are fully informed and able to make suitable and reasonable adjustments as necessary.
Equality and Inclusion	All staff are expected to deal with any discriminatory incidents that may occur	Racist incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher	As required	Safeguarding Lead Headteacher Equality and diversity lead SENDCo	Any incidents are dealt with effectively and advice is sought from relevant outside agencies

		<p>/headteacher where necessary</p> <p>All incidents are reported to the head teacher and racist, disablist and homophobic incidents are reported to the governing body and local authority</p>			
	<p>To celebrate diversity across our local community</p>	<p>Make links with other local schools and plan activities together</p> <p>To plan regular Faith weeks and Faith days, celebrating diversity of religion in our local community</p> <p>Classroom displays and the school environment reflect the diversity of faith, language, ethnicity and nationality</p>	<p>Ongoing</p>	<p>SENDCo Headteacher Class teachers Equality and diversity lead RE Lead</p>	<p>The celebration of diversity is embedded in the school ethos</p>