St Nicholas Catholic Primary School

Policy – 3.07

Accessibility Plan

Updated Spring 2022

Review every 3 years

Vision and values
We strive to give all children in our care the best education possible, firmly underpinned by our Christian values and Catholic ethos. We aim to meet the specific needs of all our pupils.

We will work to overcome potential barriers to learning in all aspects of school life.

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

Definition of disability
A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities
- 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

- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils).

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Contextual Information
St Nicholas Catholic Primary School is a single storey building on a large spread out campus. Every learning area has level internal and external access where relevant.

The main entrance to the school office, head teacher's office and a disabled toilet is via a level access through self-opening front doors to a spacious reception area.

Classrooms are light, bright and airy and well organised.

Distractions are kept to a minimum to support pupils with ADHD and those on the autistic spectrum.

There are two spaces for children to attend if they require a calm zone away from their class. These are the Olive room – where there are sensory activities to specifically help with calming down. And the Belvedere classroom which is light spacious and airy and has a comfortable seating area.

The school has three disabled toilets, one of which is based in the Medical room which also has a walk in shower cubicle. This toilet is also fitted with a hoist for wheelchair users.

The school also has a dedicated, private exercise space which also has a mobile hoist for wheelchair users.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment, visual impairment and significant medical needs.

We have wheelchair dependent pupils and parents who use our site on a daily basis.

Increasing access for disabled pupils to the school curriculum

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We aim to meet every child's needs within mixed age and ability, inclusive classes.

Improving the delivery of written information to disabled pupils, parents/carers

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

Examples might include handouts, textbooks and information about school events.

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need.

The school will need to identify agencies and sources of such materials to be able to make the provision when required.

The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Access to the curriculum

Targets	Strategies	Time scale	Responsibility	Success Criteria
Quality first universal provision Clear differentiation Meet individual needs	Whole school teaching and learning policy Whole school provision map Enhanced provision	Ongoing	Inclusion Leader Senior Leadership team	Outstanding/good lessons observed across the school. All learners reach their potential.
Ensure staff have specific training to meet needs of individuals	Staff access appropriate training Work closely with external agencies	As required	Inclusion Leader	All children can access the Curriculum.
All educational visits to be accessible to all	Ensure each new venue risk assessed	As required	Educational Visit Co-ordinator	All pupils on role able to

Targets	Strategies	Time scale	Responsibility	Success Criteria
				access all educational visits and take part in a range of activities.
PE curriculum accessible to all	Clear differentiation with resources used, level of support Seek disabled sport role models	Ongoing	Individual teachers PE Co-ordinator	All pupils to have access to PE and be able to experience success.
To ensure the school develops children's awareness of disability	Ensure there are some learning resources (books etc) that show positive examples	Ongoing	All staff	Pupils have a greater understanding of disabilities and know how best they can support their peers in the setting e.g keeping walkways free for visually impaired pupils and wheelchairs.
Ensure disabled children can take part equally in lunchtime and after school activities	Work with MTAs and ASC staff and plan for individual needs	Ongoing	MTAs ASC Staff	Disabled children's needs are well met and they feel confident and have fun at Break time and After School Club.
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	Translation Tool to be added to website to allow multi-lingual access	Inclusion Leader PA to SLT	Staff more aware of preferred methods of communication, and parents feel included.

Improving access to the physical environment of the school

Targets	Strategies	Time scale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	Where necessary create access plans for individual disabled children	Ongoing	Head teacher Inclusion Leader	All individual needs are met.
To ensure that the Accessibility Plan becomes an annual agenda item at FGB meetings	Accessibility plan regularly reviewed and updated	Annually	Clerk to governors	Site is accessible to all.
Clear signage and safe access for	Check exterior lighting is working on a regular basis	Regularly	Caretaker	Visually impaired people feel

visually impaired people	Use black/yellow hazard tapes on door frames and play equipment to help VI child where necessary			safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	Ensure that there is a Personal Emergency Evacuation Plan for all disabled pupils. All staff teams aware of PEEPS.	Annually Termly fire drill	Inclusion Leader Health and Safety Admin support	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.
Provide at least one Soundfield system in each planning team to support pupils with a hearing impairment including Auditory Processing Difficulties		As necessary	Inclusion Leader	All children have access to the curriculum.
Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re lighting and colour schemes when decorating takes place	As necessary	Head teacher Inclusion leader	The school maintains its programme of redecoration in a way that is sympathetic to children with VI.
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware impaired pupils Liaise with VI/HI on information with regard to the visual impaired and hearing	On-going	Inclusion Leader	Hardware and software is available to meet the needs of children as is appropriate.
Further development of the building takes accessibility issues into	Work with LA and architects when planning modernisations	As required	Head teacher Governors	Where it can be reasonably achieved, the school building

				continues to be accessible for all.

Improving the delivery of written information to disabled pupils and parents

Targets	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print (Arial) enlarged or in braille where necessary. School office will support and help parents to access information and complete school forms. Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Ongoing	School Administrators	All parents receive information in a form that they can access
Language other than English to be visible in school	Some signage around the school to be multi lingual Translation Tool to be added to website to allow multi-lingual access	Ongoing	EAL lead PA to SLT	Parents are confident to access their child's education.
Provide information in other formats for pupils, parents/carers who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Leader	Pupils and/or parents/carers feel supported and included.
Ensure that parents who are unable to attend school, because of a disability are kept informed about their child's progress.	Phone call, email	As required	Class teacher	Pupils and/or parents, carers feel supported and included