


# SAINT NICHOLAS SCHOOL

## ACCESSIBILITY PLAN



Approved by:	Headmaster:  Chair of Governors 	Date: September 2022
Last reviewed on:	September 2022	
Next review by:	September 2025	

**Note:** This plan applies to all sections of the school including EYFS - This plan is available to parents on the [school website](#).

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Aims are to:

- Increase the extent to which pupils with a disability (including those with special educational needs) can participate in the school's curriculum.
- Improve the provision of information for pupils with a disability which is already in writing for pupils who are not disabled.
- Improve the physical environment of the school in order to increase the extent to which pupils with a disability are able to take advantage of educational and associated services offered to the school.

As part of our admissions process, we ask about any disability or health condition within early communications with new parents. For parents of children already at the school, we collect information on disability as part the induction process and the annual review of pupils' medical requirements.

In the event of a pupil being temporarily disabled, for example an accident, sporting injury or medical condition the school works with the pupil and his/her parents to ensure continuity of education. This will include a risk assessment carried out by the first aid co-ordinator. Actions taken by the school will be based on individual cases but could include:

- A personalised timetable.
- Allocation of a buddy to support the pupil in moving around the school.
- Adjustment to the location of lessons to enable the pupil to attend.
- Adjustment of trips schedule to enable the pupil to participate.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### 3.1 Improve and maintain access to the physical environment

Aim	Objectives	Actions	Person Responsible	Completed
<b>Improve and maintain access to the physical environment</b>	Install a Disabled toilet and changing facilities in the Nursery building	<ul style="list-style-type: none"> <li>● Estates manager to work alongside school architect to ensure that standards are met</li> <li>● Bursar to gain approval of funding from Finance Committee</li> </ul>	Bursar & Estates Manager	September 2022
	Purchase 2 x Golf Buggies to improve accessibility around the school grounds	<ul style="list-style-type: none"> <li>● Estates manager to work alongside school Bursar to identify how the purchase of golf buggies will improve accessibility for pupils, parents and staff members around the school site</li> <li>● Bursar to gain approval of funding from Finance Committee</li> <li>● A maximum of two golf buggies are purchased.</li> </ul>	Bursar & Estates Manager	September 2023
	Create a second access path into Hillingdon House for wheelchair access into Mountbatten Hall.	<ul style="list-style-type: none"> <li>● Estates manager to work alongside school Bursar to identify how wheelchair access can</li> </ul>	Bursar & Estates Manager	March 2024

		<p>be improved into Mountbatten Hall.</p> <ul style="list-style-type: none"> <li>• Bursar to gain approval of funding from Finance Committee</li> <li>• Path built to improve wheelchair access via Mountbatten Hall.</li> </ul>		
	<p>Create 4 additional disabled parking bays on the site to improve disability access to all school buildings.</p> <ul style="list-style-type: none"> <li>• 2 Bays by Swire house</li> <li>• 1 additional bay by Jubilee House and Theatre</li> <li>• 1 bay by the Nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Estates manager to work alongside school Bursar to look at suitable locations for disabled parking bays to improve accessibility across the school site</li> <li>• Additional parking bays created at identified locations</li> </ul>	Bursar & Estates Manager	April 2024
	<p>Install new floodlights outside Hillingdon house and car park area to improve visibility at the beginning and end of days.</p>	<ul style="list-style-type: none"> <li>• Estates manager to work alongside school Bursar to cost floodlights to improve visibility outside of the main building.</li> <li>• New floodlights installed.</li> </ul>	Bursar & Estates Manager	August 2024
	<p>Purchase 2-step ramps to improve accessibility around the school</p>	<ul style="list-style-type: none"> <li>• Estates manager to work alongside school Bursar to identify how the purchase of 2-step ramps will improve</li> </ul>	Bursar & Estates Manager	August 2024

		<p>accessibility for pupils, parents and staff members around the school site</p> <ul style="list-style-type: none"> <li>• Bursar to gain approval of funding from Finance Committee</li> <li>• A maximum of 2-step ramps purchased, pending approval.</li> </ul>		
	<p>Install a disability access point at the back of Hillingdon House as part of the ongoing renovation work</p>	<ul style="list-style-type: none"> <li>• Estates manager to work alongside school Bursar to identify how wheelchair access can be improved into Hillingdon House.</li> <li>• Bursar to work alongside school architect to plan disability access as part of planned subsidence works</li> <li>• Scheduled works to include adding wheelchair access to the back of Hillingdon House</li> </ul>	<p>Bursar &amp; Estates Manager</p>	<p>August 2025 (depending on scheduled subsidence works)</p>

### 3.2 Increase access to the curriculum for pupils with a disability

Aims	Objectives	Actions	Person Responsible	Completed
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Install interactive SMART teaching boards in all classrooms to improve accessibility for pupils with different learning needs.</p>	<ul style="list-style-type: none"> <li>● Bursar and IT Manager to cost a project to install interactive SMART boards in all classrooms</li> <li>● Bursar to budget and gain approval from the Finance Committee</li> <li>● Once approval is gained, roll out programme of SMART board installation to begin.</li> <li>● IT Manager to lead SMART board training sessions so that they can use the SMART teaching board's various functions to improve accessibility for pupils with different learning needs</li> </ul>	<p>Deputy Head Academic Bursar Estates Manager</p>	<p>October 2022</p>
	<p>Implement Quality First Teaching across the whole school to improve curriculum accessibility for pupils with different learning needs</p>	<ul style="list-style-type: none"> <li>● Quality first teaching - reviewed environments, resources, planning</li> <li>● Staff completed quality first teaching audits for forms in lower school and departments in</li> </ul>	<p>Deputy Head Pastoral  Assistant Head Pastoral</p>	<p>September 2023</p>

		<p>middle and upper school</p> <ul style="list-style-type: none"> <li>• Training for all staff on metacognition strategies, quality first teaching, neurodiversity, access arrangements</li> </ul>		
	Review all processes that relate to pupil screening for SEN and update all registers accordingly	<ul style="list-style-type: none"> <li>• Implement individual screening programme for pupils where SEND is a possibility</li> <li>• Implement screening programme for all pupils in Y10 using <b>Exact</b>, to identify access arrangement</li> <li>• Learning support register updated - including tier 2 pupils under assessment</li> <li>• Access arrangements register constructed and implemented for pupils from Reception to Y11(clear tabs for each year group)</li> </ul>	<p>Deputy Head Pastoral</p> <p>Assistant Head Pastoral</p>	September 2023
	Review all processes that relate to pupil 'one plans' and	<ul style="list-style-type: none"> <li>• One planning put in place for pupils in lower school and to be reviewed termly.</li> </ul>	<p>Deputy Head Pastoral</p> <p>Assistant Head Pastoral</p>	



	<p>implement and update all plans accordingly.</p>	<ul style="list-style-type: none"> <li>● One page profiles put in place for middle and upper school pupils and to be reviewed twice a year</li> <li>● One plans and one page profiles shared with all staff - they are also attached to the learning support register and the Access arrangements document</li> </ul>		
	<p>Replace iPads with Chromebooks in the senior school to improve the accessibility of reading materials, via the built-in screen reader, and, support the normal way of working access arrangements, via regular use of the keyboard.</p>	<ul style="list-style-type: none"> <li>● SLT to evaluate the benefits of transitioning from Microsoft to Google</li> <li>● IT Manager to assess the viability of transitioning to Google</li> <li>● Bursar to cost providing Chromebooks to each pupil from Year 6 -10</li> <li>● School to transition to Google and provide 1:1 Chromebooks, if it is a viable project that improves accessibility to the curriculum for all pupils.</li> </ul>	<p>Bursar IT Manager SLT Headmaster</p>	<p>September 2024</p>

	<p>Improve accessibility and provision across all areas of mental health and wellbeing</p>	<ul style="list-style-type: none"> <li>● Appoint a MHWB LSA to support pupils who require MHWB support to access the curriculum</li> <li>● Create a small MHWB room to support timetabled 1:1 sessions with identified pupils</li> </ul>	<p>Deputy Head Pastoral</p> <p>Assistant Head Pastoral</p>	<p>September 2024</p>
	<p>Continue to monitor the appropriate use and provision of specialised equipment to benefit individual pupils and staff</p>	<ul style="list-style-type: none"> <li>● Chromebooks available to support children with difficulties</li> <li>● Sloping boards for children with physical disabilities</li> <li>● Coloured overlays or coloured paper for children with visual difficulties or dyslexia</li> <li>● Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc</li> <li>● Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc Purchase Widgit to make resources.</li> </ul>	<p>Deputy Head Pastoral</p> <p>Assistant Head Pastoral</p>	<p>Ongoing</p>

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body, Bursar and Headmaster

It will be approved by Chair of Governors

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

