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# SAINT NICHOLAS SCHOOL

## THREE YEAR ACCESSIBILITY PLAN: IMPLEMENTATION SEPTEMBER 2021 – SEPTEMBER 2024

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Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At St Nicholas we are committed to providing an environment where a child can work with his or her class without feeling demoralised through lack of achievement. It is the policy of the school to allow no discrimination on grounds of any disability which can be fully addressed in the school. If a child has a physical disability or specific learning need, there will be careful discussion to see if the child’s needs can be met by the school with reasonable adjustment where necessary.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus

- School Improvement Plan
- Learning Support Policy

This plan needs to be formally reviewed by the Headmaster every three years. This review must:

- Identify which aspects of the plan have been completed successfully.
- Which remain outstanding and why.
- Allocate funds to address outstanding issues.
- Identify any additional issues which need to be added to the plan.

### **AIMS AND OBJECTIVES**

Our Aims are to:

- Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.
- Improve the provision to disabled pupils of information 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 disabled pupils are able to take advantage of educational and associated services offered to the school.

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 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.