



St Nicholas School

Accessibility Policy

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Statement of intent

St Nicholas School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with all pupils, their families and all relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

All staff members, pupils, parents/carers and visitors will adhere to this policy at all times.

Signed by:

_____	Head Teacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- **United Nations Convention on the Rights of the Child**
- **United Nations Convention on the Rights of Persons with Disabilities**
- **Human Rights Act 1998**
- **Special Educational Needs Regulations 2014**
- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Equality Act 2010 (Specific Duties) Regulations 2011**

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- **'The Equality Act 2010 and schools', DFE (2014)**
- **This policy will be used in conjunction with the following school policies and procedures:**
- **Equality and Diversity Policy**
- **Equality Information and Objectives Policy**
- **Early Years Foundation Stage (EYFS) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Equal Opportunities and Dignity at Work Policy**
- **Admissions Policy**
- **Behaviour Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administering Medication Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**
- **Health and Safety Policy**
- **School Improvement Plan**

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot discriminate unlawfully against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The **Head Teacher**, in conjunction with the **Governing Board** or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The **Governing Board**, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full **Governing Board** will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The **Head Teacher** will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at **St Nicholas School**, the **Head Teacher** will establish whether the pupil has any disabilities or medical conditions, which the school should be aware of.
- 3.8. The **Head Teacher** is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The **Head Teacher**, **Governing Board** and **Senior Leadership Team (SLT)** will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. **Head Teacher** and **Governing Board** to ensure that all pupils' special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's **Equality and Diversity Policy**, as well as the **Special Educational Needs and Disabilities Policy**.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the **School Improvement Plan**.
- 4.3. **St Nicholas School's** Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
 - **To increase the extent to which pupils with disabilities can participate in the curriculum**
 - **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
 - **To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.**
- 4.5. The intention is to provide a projected plan for a **two** year period ahead of the next review date, which will be in **June 2020**.
- 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. **St Nicholas School** will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the **Governing Board** and **Head Teacher every year**.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

5. Equal opportunities

- 5.1. **St Nicholas School** strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. **St Nicholas School** is committed to a culture of inclusion, support and awareness.
- 5.3. Teaching staff adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.4. All extracurricular activities are accessible to all pupils.

6. Admissions

- 6.1. **St Nicholas School** will act in accordance with Croydon Councils Special Educational Needs team admissions policy.

7. Curriculum

- 7.1. **St Nicholas School** is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to his or her disabilities or impairments.
- 7.3. **St Nicholas School** provides a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The SLT and Class Teachers work together to adapt a pupil's Individual Education Plan (Pupil Passport), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, to allow all pupils to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. Specialist resources are available for pupils with visual impairments, such a large print reading books.
- 7.8. Teaching Assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. **St Nicholas School** is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of **St Nicholas School** to which pupils with disabilities have no access to. There is limited accessibility at present to wheelchair users in KS1.
- 8.3. The school has toilet facilities suitable for people with disabilities, which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
 - 9.2. The **Governing Board** and **Head Teacher** will review the policy.
 - 9.3. **Equality impact assessments** will be undertaken as and when school policies are review