# Accessibility Plan

**St Nicholas School is a UNICEF Rights Respecting School with Gold Status and promotes rights respecting values in all its policies**

***The Governing Body of St Nicholas School formally adopted***

***this Policy in July 2026***

***It will be reviewed in July 2028 unless otherwise advised***

**Signed** _____ **Head Teacher**

**Signed** _____ **Chair of Governors**

## Statement of intent

This plan outlines how **St Nicholas School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).
A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is in three parts:

- 1 – Disability and the Law
- 2 – Self-Audit for Accessibility
- 3 – Accessibility Plan

## 1. Disability and the Law

**The Equality Act 2010** prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people who are defined as disabled in accordance with section 6 of the Act, and the associated Schedules and Regulations made under section A2, will be entitled to the protection that the Act provides.

### Main elements of the definition of a disability

**The Equality Act** defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act 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.

This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial (e.g. it takes much longer than it usually would to complete a daily task like getting dressed)
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection)
- the long-term substantial adverse effects must affect normal day-to-day activities

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE)
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease
- developmental, such as autistic spectrum disorders (ASD), ADHD, dyslexia and dyspraxia
- learning difficulties
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour

- produced by injury to the body or brain

At St Nicholas School

- all pupils have a disability and meet more than one of the above criteria. All pupils have an Education, Health and Care Plan (EHCP).
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of baseline assessments. These are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the physical needs of pupils, alongside providing support for effective learning and communication. This enables pupils to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the **Disability Discrimination Act 2005** terms, and ensure that pupils' targets and needs are reviewed at least every term by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings.

## 2. Self-Audits for Accessibility – June 2026

### (i) Internal Accessibility Review

| | |
|---|---|
| Date of survey | June 24th 2026 |
| Carried out by | Katie Goodwin (HT) Bobby Erfani (Site Manager) |
| Role | Head Teacher |

**A - APPROACH and CAR PARKING**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| A01. | Is the building within convenient distance of a public highway? | X | | |
| A02. | Is the building within convenient distance of public transport? | X | | Bus stop and station at bottom of the hill |
| A03. | Is the building within convenient distance of car parking? | X | | Car parking on site. Overflow car park on school field |
| A04. | Is the route clearly marked/found? | X | | Public footpath on the route to the site. |
| A05. | Is the route free of kerbs? | X | | Drop Kerbs are on pavement. Steps up from footpath, accessible access is available further up the road. |
| A06. | Is the surface smooth and slip resistant? | X | | |
| A07. | Is the route wide enough? | X | | |
| A08. | Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections? | X | | The path from the Road to the school is a public footpath and does have overhanging trees that are maintained by the Local Authority |
| A09. | Is it adequately lit? | X | | |
| A10. | Is it identified by visual, audible and tactile information? | | X | |
| A11. | Is there car parking for people with reduced mobility? | X | | On site |
| A12. | Is the car parking clearly marked out, signed, easily found and kept free from misuse? | X | | |
| A13. | Is the car parking as near the entrance as possible? | X | | |
| A14. | Is the car parking area suitably surfaced? | X | | |

| | | | | |
|---|---|---|---|---|
| A15. | Is the route to the building kept free of snow, ice and fallen leaves? | X | | Pathway from pavement to field is cared for by the school site team. Road gritting completed by council. |
| A16. | Is the route level? (ie. no gradient steeper than 1:20 and no steps) | X | | |

**General notes**

**B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS**

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| B01. | Is there a ramp, with level surfaces at top/bottom? | | | No external ramp needed as entrance at ground level |
| B02. | Is it wide enough and suitably graded? | X | | |
| B03. | Is the surface slip resistant? | X | | |
| B04. | Are there kerbs and are their edges protected to prevent accidents? | X | | |
| B05. | Are there handrails to one or both sides? | X | | On the ramp from the gate |
| B06. | If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available? | N/A | | New Building |
| B07. | Are there (alternative) steps? | | | N/A |
| B08. | Identified by visual/tactile information? | X | | Visual different between car park and path |
| B09. | Are there handrails to one or both sides? | X | | On the ramp from the gate |
| B10. | Are ramps and steps adequately lit? | X | | |
| B11. | Are treads and risers consistent in depth and height? | X | | |
| B12. | Are all signs marked and/or readily identifiable? | X | | They are yellow |
| B13. | Are landings of adequate size and are they provided at intermediate levels in long flights? | X | | |
| B14. | If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E | X | | Within the school a lift is available |

**General notes**

## C – ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| C01. | Is the door clearly distinguishable from the facade? | X | | |
| C02. | If glass is it visible when closed? | X | | It has manifestations on it |
| C03. | Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? | X | | Electric double doors |
| C04. | Does it have a level or flush threshold, and a recessed matwell? | X | | Level threshold |
| C05. | Is there visibility through the door/way from both sides at standing and seated levels? | X | | |
| C06. | Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing? | X | | Door is sliding – electronic with a sensor. Only locking furniture |
| C07. | Can the door furniture be used at both standing and seated height? | N/A | | |
| C08. | If the door is power-operated does it have visual and tactile information? | | X | No, it just opens |
| C09. | If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments? | X | | |
| C10. | If there is a lobby, do the inner and outer doors meet the same criteria? | X | | |
| C11. | Do lobby layouts enable all users to clear one door before going through the next? | X | | |
| C12. | Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels? | X | | Information given when signing in at reception which is in the lobby area |
| C13. | Does the lighting installation take account of the needs of visually disabled people? | X | | |
| C14. | Are floor surfaces: | | | |
| (a) | slip-resistant, even when wet? | X | | |

| | | | | |
|---|---|---|---|---|
| | (b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion? | X | | |
| | (c) firm for wheelchair manoeuvre? | X | | |
| C15. | Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion? | X | | |
| C16. | Is any reception point suitable for approach and use from both sides by people in standing and seated positions? | X | | |
| C17. | Is it fitted with an induction loop? | X | | |
| C18. | For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model? | | X | See below |

**General notes**

Visitors, seated or standing, do not use the building unescorted

C18 – Visitors are accompanied through the school. Specialist rooms all have visual cue boards outside.

**D – HORIZONTAL MOVEMENT AND ASSEMBLY**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the ‘N’ column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| D01. | Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass? | X | | |
| D02. | Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision? | X | | Yes, but children use corridors and may have resources that may need to be moved out of the way. No fixed hazards |
| D03. | Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre? | X | | |
| D04. | Is turning space available for w.ch. users? | X | | |

| | | | |
|---|---|---|---|
| D05. Do natural and artificial lighting avoid glare and silhouetting? | X | | |
| D06. Are there visual clues for orientation? | X | | |
| D07. Do floor surfaces: | X | | |
| (a) allow ease of movement for wheelchair users? | X | | |
| (b) avoid light reflection and sound reverberation? | X | | |
| D08. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision? | X | | |
| D09. D09.Are there tactile signs and information for those with impaired vision? | | X | |
| D10. Is the maintenance of these items checked regularly? | X | | |
| D11. Is lighting designed to meet a wide range of needs? | X | | |
| D12. Is sufficient circulation space allowed for wheelchair users? | X | | |
| D13. Is it maintained clear of obstructions which could create hazards for people with visual disabilities? | X | | |
| D14. Are seating arrangements/spaces suitable for use by people with visual disabilities? | X | | |
| D15. Are all areas for assembly/meeting equipped with an induction loop system? | | X | |
| D16. If the use of an induction loop system is precluded is an infra-red system in place? | | X | |
| D17. Is the functioning and operation of the induction loop or infra-red system checked regularly? | | | N/A |
| D18. Is a minicom available for use by people with hearing disabilities? | | X | Email and text messaging used |

**General notes**

**E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | Y | N | Notes |
|---|---|---|---|

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|---|---|---|---|---|
| E01. | Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture lighting? | X | | |
| E02. | Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? | X | | Both side and at 2 different levels (child and adult) |
| E03. | Is any level change clearly lit? | X | | |
| E04. | Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? | X | | In Yellow |
| E05. | If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight? | X | | |
| E06. | Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant? | | X | N/A |
| E07. | Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20] | X | | |
| E08. | Are steps available as an alternative to any ramp or ramped surface? | X | | |

**General notes**

**F - DOORS**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| F01. | Do the doors serve a functional/safety purpose? | X | | |
| F02. | Can they be readily distinguished? | X | | |
| F03. | If glass, are they visible when shut? | X | | |
| F04. | Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? | X | | |
| F05. | Does the clear opening width permit wheelchair access? | X | | |

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|---|---|---|---|---|
| F06. | On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate? | X | | |
| F07. | Is any door furniture/handle at a height for standing/sitting use? | X | | |
| F08. | Are door/handles clearly distinguished? | X | | |
| F09. | Can the door furniture/handles be easily operated/grasped? | X | | |
| F10. | If door closers/mechanisims are fitted do they provide the following: | | | |
| | (a) security linkage? | X | | |
| | (b) delay-action closure? | X | | |
| | (c) slow-action closure? | X | | |
| | (d) minimum closure pressure? | X | | |
| F11. | Is door/mechanism function checked regularly? | X | | |

| General notes |
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**G - LAVATORIES**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| G01. | Is WC provision made for people with disabilities? | X | | |
| G02. | Do all lavatory areas have slip-resistant floors? | X | | |
| G03. | Are they easy to distinguish by colour contrast from walls? | X | | |
| G04. | Are all fittings readily distinguishable from their background? | X | | |
| G05. | Are all door fittings/locks easily gripped and operated? | X | | |
| G06. | Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles? | X | | |
| G07. | Is provision made for wheelchair users? If so: | X | | |
| G08. | Is wheelchair approach free of steps/narrow doors/obstructions, etc? | X | | |
| G09. | Is the location clearly signed? | X | | |
| G10. | Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening? | X | | |

| | | | | |
|---|---|---|---|---|
| G11. | Are the door fittings/locks and light switches easily reached and operated? | X | | |
| G12. | Is there an emergency call system and is someone designated to respond? | X | | |
| G13. | Can the emergency call system be operated from floor level? | X | | |
| G14. | Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? | X | | |
| G15. | Are the fittings arranged to facilitate these manoeuvres? | X | | |
| G16. | Are handwashing and drying facilities within reach of someone seated on the WC? | X | | |
| G17. | Is the tap appropriate for use by someone with limited dexterity, grip or strength? | X | | |
| G18. | Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC? | X | | |
| G19. | Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? | X | | |

**General notes**

## H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| H01. | Is any servery/counter accessible to all users, including those with hearing impairments? | X | | Reception area has loop. Catering service hatch does not |
| H02. | Is it possible for people with disabilities to serve as volunteers? | X | | |
| H03. | Are all fittings readily distinguishable from their background? | X | | |
| H04. | In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities? | X | | In dining, LRC and PE Hall areas there is accessibility |
| H05. | In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps? | | X | Cooking room suitable and is functioning as an additional staffroom at present |
| H06. | Are all relevant locations clearly signed? | X | | |

**General notes**

## I - INFORMATION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| I01. | Is the building equipped to provide hearing assistance? | | | The loop is available in the reception area |

| | | | | |
|---|---|---|---|---|
| I02. | Does lighting installation of the building take into account the needs of people with visual disabilities? | X | | |
| I03. | Is there a tactile plan or diagram of the building? | | X | |
| I04. | Are there large-print versions of information about the building/activities available? | | X | |
| I05. | Is there 'braille' information available for people with visual disabilities? | | X | |
| I06. | Is there an 'audio' version of information about the building available? | | X | |
| I07. | Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities? | X | | |
| I08. | Are all relevant locations clearly signed? | | X | |

**General notes**

## J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the ‘N’ column indicates that the element should be given consideration in the school's Accessibility Plan.

| | | Y | N | Notes |
|---|---|---|---|---|
| J01. | Is there a visible as well as audible fire alarm system? | X | | |
| J02. | Are final exit routes as accessible to all, including wheelchair users, as are the entry routes? | X | | |
| J03. | If people with disabilities cannot evacuate from the building independently are designated and signed refuges available? | X | | |
| J04. | If refuges are available are they equipped with 'carry chairs'? | | X | |
| J05. | Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures? | X | | |
| J06. | Is the evacuation strategy checked regularly for its effectiveness? | X | | |

| | | | | |
|---|---|---|---|---|
| J07. | Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete) | X | | |
| J08. | Are all fire warning devices and detectors checked routinely and regularly? | X | | |

| **Question** | **Yes** | **No** |
|---|---|---|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils | X | |
| Are your classrooms optimally organised for disabled pupils? | X | |
| Do lessons provide opportunities for all pupils to achieve? | X | |
| Are lessons responsive to pupil diversity? | X | |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | X | |
| Are all pupils encouraged to take part in music, drama and physical activities? | X | |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | X | |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | X | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | X | |
| Do you provide access to computer technology appropriate for students with disabilities? | X | |
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | X | |
| Are there high expectations of all pupils? | X | |
| Do staff seek to remove all barriers to learning and participation? | X | |

**General notes**

J2,3 – wheelchair users and visitors do not use the school unaccompanied

| | | |
|---|---|---|
| Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils? | X | |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | X | |

| | | |
|---|---|---|
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | X | |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? | X | |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | | X |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | X | |
| Are areas to which pupils should have access well lit? | X | |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? | X | |
| Is furniture and equipment selected, adjusted and located appropriately? | X | |

## 3. Accessibility Plan

Actions needed from above assessments

| Aspects | Actions | Lead | Outcome |
|---|---|---|---|
| **ENTRANCES, INCLUDING RECEPTION** | C19 – portable induction loop – look into suitability | KG | |
| | C20 –Look into site maps supporting various SEND pupils / staff and visitors | KG | Site map provided; visitors do not use the building unescorted |

| **Review Dates** |
|---|
| July 2028 |