

Accessibility plan

St Nicolas' CE Combined School Taplow



St Nicolas' Church of England School Vision

Jesus said 'I am the vine and you are the branches

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life

Approved by: SLT

Date: 21 May 2024

Last reviewed on: May 2024

Next review due by: May 2027

This policy is based on The Key model policy (2024) with minor adaptations to reflect the Academy Trust as the employer

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	4
4. Monitoring arrangements.....	8
5. Links with other policies.....	8

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 Vision and Christian values of love/friendship, respect, courage, peace, thankfulness and honesty underpin our aims for inclusion:

'Jesus said, "I am the vine and you are the branches." Our school is rooted in the Christian faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.'

'We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.'

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 201

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an ambitious curriculum which is adapted and scaffolded to enable access for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Curriculum is reviewed to make sure it meets the needs of all pupils • Provide training for teachers / TA's on differentiating the curriculum for disabled students. • Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils. • Training for staff on increasing the access to the curriculum for SEND children 	<p><i>Our SEND non-negotiables:</i></p> <p>All children can work independently</p> <p>Visual timetable for all children</p> <p>Visual timetables for individual children</p> <p>Lesson is adapted to meet all needs (from input to end)</p> <p>Task checklists for those who need them</p> <p>All children are engaged and included in the learning</p> <p>Positive attitude to children with SEND: rather than thinking of the challenges, we think of how we can help overcome their challenges</p> <p>Sensory/calm area to go to if needed</p> <p>Trained ELSA provision</p>	<p>Regular monitoring to ensure these are in place for all children across the whole school. Monitoring to include drop-ins, book scrutiny, planning checks, lesson observations and pupil voice.</p> <p>Staff training to ensure of all pupils' needs are met</p> <p>Target setting is ambitious and effective</p> <p>Review of curriculum and resources to ensure best practice in terms of examples and scope</p> <p>Staff training on ASD, trauma and attachment, ADHD, anxiety</p>	<p>All teaching staff</p>	<p>Ongoing</p>	<p>Pupils with a disability have fair and equal access to the curriculum, and are engaged in their learning, and making good progress</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Classrooms organised optimally to promote the participation and independence of all pupils - with particular reference to disabled students • Space available for nurture activities <p>To improve the provision of OT for children with specific needs</p>	<p>To ensure that all disabled children, parents and families can access as many parts of the school building as possible.</p> <p>Pathways around the school and leading to the playground and field will be kept clear and well maintained.</p> <p>Ensure all paving slabs are even and well maintained to enable access</p> <p>Physical environment improvements to support the visually impaired</p> <p>Improvements to support hearing impaired</p> <p>Extra space, resources and rooms</p> <p>Purchase a range of resource to support delivery of programme</p> <p>TAs to be trained to deliver OT for specific individuals</p> <p>Growth mindset established and embedded in each year group</p>	<p>Investigate government grants for accessibility now that this can not be achieved under a CIF bid.</p> <p>ABD will sweep the paths on a weekly basis to ensure smooth access for wheel chair users. Gardener will prune and trim all plants and bushes along the schools pathways.</p> <p>Any steps outside highlighted in yellow/ non slip markings</p> <p>Identify further support for hearing in classrooms</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students</p> <p>Sloping boards, chairs, lap tops, microphone for vocal support</p>	<p>ABD</p> <p>Maintenance team to ensure all slabs are in good working order and even</p>	<p>ongoing</p> <p>Weekly for clearing seasonal for pruning and trimming vegetation.</p> <p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>	<p>Funding used to adapt building when available</p> <p>Smooth and free access to all paths around the school and leading to the school field.</p> <p>No uneven slabs ensuring no trip hazards or unsafe surfaces</p> <p>VI move around school safely</p> <p>Pupils will be able to hear and move around properly in classrooms</p> <p>Safe place for delivery of nurture programme accessible for pupils</p> <p>Sensory needs of children with SEN met so they have improved access to curriculum</p>
---	---	--	---	---	--	--

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Appropriate use of specialised equipment purchased and in use to benefit specific children				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Able to provide written information in different formats as and when required for individual purposes.</p> <p>Make available school prospectus, newsletters and other information for parents in alternative formats.</p>	As required by individual pupils and families	HT/ABD	When required and appropriate	All school information available for all.

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 headteacher, deputy headteacher, SENDCo.

It will be approved by SLT.

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