



## **Accessibility Plan and Policy 2022/23 - 2025/26**

### **St Nicholas Priory CE VA Primary School**

'I did not come to be served but to serve.' Matthew 20.28

3-year period covered by the policy: 2022/23 - 2025/26

***Agreed and adopted by governors on date: .....***

***Signed .....***

***Name .....***

***(On behalf of the Governing Body)***

***Review date: July 2026***

#### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general

duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—

(i) within a reasonable time, and

(ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,

of information which is provided in writing for children / young people who are not disabled.

- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body; however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

**Other relevant legislation, regulations & guidance;**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES "Accessible Schools: Planning to increase access to schools for disabled pupils"

Health Standards (England) Regulations 2003

**The School's Context**

We are a maintained school for children / young people from Reception to Year 6. The school comprises buildings covering a large site, mostly of one or two storey construction.

In the years 2022/23 we had 95/428 children / young people identified with SEND

**The School Vision Statement**

We aim to welcome and celebrate the diversity of all God's children and provide a safe, caring space in which they can achieve their best academically, spiritually and pastorally whilst also learning to serve others.

## **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Headteacher
- SENCO
- A group of Year 6 Children
- School Governor

## **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents were checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

## **In addition to this we will;**

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

## **Accessing the School's Accessibility Plan**

The Schools Accessibility Plan will be accessed on our school website and via our School Newsletter

### **Other School Policies & Documentation**

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Management
- Raising Attainment Plan
- School Brochure and Mission Statement
- The School's Complaints Procedure covers the Accessibility Plan.

### **The main priorities in our access plan focus on:**

- Increasing the extent to which all children can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which all children can take advantage of education and associated services.
- Improving the delivery to all children of information that is provided

St Nicholas Priory CEVA Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

## School's Accessibility Plan

**2022/23 - 2025/26**

	Focus	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	<p>A core focus of our Raising Attainment Plan is to ensure access to learning for all children</p> <p>Implement strategy to better support Speech and Language at Priory</p>	<p>Review all policy documentation to ensure that children with SEND are supported with a variety of specific strategies to gain access eg the use of devices for writing / QR codes for instructions</p> <p>Using CPD from speech and Language service (Pilot)</p>	SENCO / SCT / Subject advocates	In place Sept 2023	<p>Day rate cover cost</p> <p>Allocated £4000 - TA to deliver</p>	<p>Lesson visits show evidence of advice into practice of quality first teaching strategies</p> <p>Cascade strategies to enable all staff to deliver high quality speech and language intervention</p>
Medium Term	Some children find the environment over stimulating.	<p>A clear rationale for corridor and wall display.</p> <p>Expert advice sought from an occupational therapist on making access bespoke for certain children</p>	SENCO, SLT and Teaching and Learning team.	In place Dec 2023	Cost of OT	<p>children identified as needing equipment.</p> <p>Purchase of the specialist equipment.</p> <p>Evaluation of the impact.</p>
Long Term	The physicality of our building	Purchase of evacuation chair	Business Manage,	Summer 2024	To be sourced.	Plan to be updated to ensure everyone can exit the building

	is such that the lift cannot be used in a fire. Plans need to be reviewed to assess need.	Key staff provided with appropriate training	Site Manager			safely and securely in an emergency
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