



# Accessibility Plan

## St. Nicholas Primary School



<b>This policy was approved by the Local Governing Body on</b>	<b>September 2023</b>
<b>Chair of Local Governing Body</b>	<b>Mr John Bennett</b>
<b>Adopted on</b>	<b>1<sup>st</sup> September 2023</b>
<b>This policy will be reviewed every three years.</b>	

## **1. Policy Statement**

1.1 The Equality Act 2010 requires Humber Education Trust (“the Trust”) to publish an Accessibility plan in respect of each of its schools. The plan must cover the school’s actions to improve accessibility in 3 key areas:

- increased access to the curriculum for disabled pupils;
- improvements to the physical environment to increase access to education and associated services at the academies; and
- improvements in the provision of information for disabled pupils where it is provided in writing for non-disabled recipients.

1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

## **2. What are the principles behind this policy?**

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA’s strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

## **3. Accessibility Plans**

The template strategic accessibility plan for our academies is set out in Annex A. Each academy is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the individual academy’s website.

## Accessibility Plan - Annex A

Reviewed by: Mrs Cat Barwick – September 2023

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	RESPONSIBILITY	MONITORING
To increase access to the school's curriculum for all pupils.	100% of pupils have access to the school curriculum.	Continue to monitor and refine the long and medium term plans for all subjects.	100% of pupils are accessing the full national curriculum.	Head of School Subject coordinators	Book scrutinies Learning walks Lesson observations
		Ensure that the curriculum is appropriately adapted to take account of all individual pupils' learning needs.		SENCO Class teachers Vulnerable Children Champion	Book scrutinies Learning walks Lesson observations
		PHSE plans cover equal opportunities and respect for others.		PSHE Co-ordinator	Planning scrutinies Book scrutinies Learning walks
		Monitor provision for the SEND children.		SENCO Vulnerable Children Champion	Book scrutinies Learning walks Lesson observations
		Ensure that all targets from EHC Plans are fully implemented.		SENCO	Pupil passport reviews EHCP reviews
		Use SEN budget to ensure that pupils have the resources they need to access the curriculum.		SENCO	Pupil passport reviews EHCP reviews
		Contact relevant agencies for guidance and support – SEND team at LA, IPASS, School Nursing Service, and		SENCO	IEPs EHCPs

		special schools.			
		Write individual Health Care Plans.		Head of School CP Co-ordinator	Health Care Plan documents.
		Provide 1:1 and small group support during lessons.		Head of School Vulnerable Children Champion	Book scrutinies Learning walks Lesson observations Pupil progress data
		Plan and implement appropriate interventions.		Head of School Class teachers Vulnerable Children Champion	Book scrutinies Learning walks Lesson observations Pupil progress data
		Use teacher assessment and formal assessment to identify pupil's needs and plan according.		Head of School Class teachers	Book scrutinies Learning walks Lesson observations Pupil progress data
		Ensure that the Access and Arrangement protocols are implemented for all statutory testing when necessary.		Head of School	Results of statutory testing.
		SENCO to participate in national SENCO award training.		SENCO	Certificate of award
		Termly INSET for all staff.		Executive Headteacher SENCO	INSET Timetable
		Ensure that all school trips are accessible to all.		Head of School EVC	Risk assessments
		Ensure that all after school clubs are accessible to all.		Head of School	Risk assessments
Improving the physical environment of the school to increase access to	100% of pupils, parents and carers have access to the	Access to the school car park at drop and pick up times and throughout the school day is available to parents and	All staff, parents, pupils and visitors have access to the school site.	Admin Team	Records of servicing and repairs.

education by disabled adults and pupils.	school building.	children with disabled badges.	All users are safe.		
		Ensure that the lift is fully serviced and working at all times.		Admin Team Site Facilities Officer	
		Ensure all relevant doors are easy for disabled adults and children to open		SBM	
		Ensure that shower facilities and disabled facilities and bed are in good working order.		Site Facilities Officer	
		Review personal emergency evacuation plans.		Executive Headteacher Head of School	
Improving the delivery of information to disabled pupils	100% of pupils, parents and carers have access to all information.	This accessibility plan is available to parents and carers.	All users can access all appropriate information.	Head of School	School website Newsletters
		Provide school information in a variety of formats.		Head of School	
		Teachers to ensure that all teaching resources are presented in an appropriate format such as – large print, simplified language and on coloured paper.		Class teachers	Planning scrutinies Book scrutinies Learning walks ARA documents
		Provide visual timetables and now and next boards when needed.			
		Make use of all available adaptations and actions under STA guidance for statutory testing and assessment.			