

St Nicholas CofE VC Primary School - Accessibility Plan 2023 - 2026

Access to Environment	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To be aware of the access needs of disabled children, staff and parents/carers School staff to have better awareness of access issues	Create access plans for individual disabled children as part of their provision plan as necessary. Undertake survey of staff, parents and governors to evaluate how well the school is meeting the needs of its community.	As necessary Every 3 years Next due May 2026	SENCO Headteacher/SENCO	Individual plans in place for all disabled pupils and staff aware of all pupils' access needs. Improved confidence in terms of the school meeting the access needs of its community. All members of the school community are able to access all school activities.
Medium Term	To ensure that all disabled pupils can be safely evacuated in the event of an emergency. To ensure all fire escape routes are suitable for all users.	Set up plans for specific pupils where necessary. Develop a system to ensure all staff are aware of their responsibilities.	As necessary	SENCO	All disabled pupils and staff working with them are safe and confident in the event of an emergency situation
Long Term	To ensure all areas of the school are accessible for wheelchair users and others.	All areas can be accessed but transition from Thorn Class to rest of school only possible via external door. If wheelchair user joins the school, adaptations to be made in accordance with LA advise.	On-going	SLT/Gov	All common facilities are accessible with ramp access

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Access to Information	Targets	Strategies	Timescale	Responsibility	SC
Short Term	To review information to parents/carers to ensure it is accessible.	Consult parents/carers about access needs when child is admitted to school. Review all letters home to check that they are written in Plain English.	On-going	SLT	All parents receive information in a format that is accessible to them.
Medium Term	To include discussion about access to information at all annual reviews.	Produce newsletters in alternative formats, e.g. large print, Braille according to need. Consult with parents/carers and children about access to information and preferred formats at all reviews.	On-going	SLT/SENCo	Staff more aware of pupils' preferred methods of communication.
Long Term	To review school brochure to be fully accessible.	Develop strategies to meet needs. Review school brochure to ensure it explicitly welcomes disabled children and those with SEN.	Annually	Admin	Parents/carers feel confident in the information they have about the school.

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Access to Curriculum	Targets	Strategies	Timescale	Responsibility	SC
Short Term	To ensure all teachers and TAs have continued access to specific training on disability issues relating to the children attending St Nicholas.	System for information to be shared with appropriate staff (inc lunchtime staff). Audit staff training needs and identify professional development plan.	On-going	SENCo/Headteacher	Raised confidence of teachers and TAs in strategies for differentiation and increased pupil participation. Continual updating knowledge and increasing skills.
Medium Term	To ensure all staff receive training on dyslexia/ASD friendly classrooms. To ensure all staff are aware of disabled pupils' curriculum access	Display information relating to individual pupils' needs in staffroom. Audit SEN assistive technologies and other resources and provide list for all staff.	On-going	SENCo/Headteacher	All staff aware of individual pupils' access needs. All staff aware of individual care plans for pupils with specific allergies and medical needs.
Medium Term	To ensure all staff are aware of, and able to use SEN software and resources.	Run individual training sessions on use of SEN assistive technologies. Include specific reference to disability equality in	As appropriate	SENCo/Headteacher	Wider use of SEN assistive technologies in mainstream classes.

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Long Term	<p>To review all curriculum areas to include disability issues in relation to the requirements of Equality Act 2010.</p> <p>To ensure all staff have undertaken disability equality training.</p>	<p>curriculum reviews and policy reviews.</p> <p>Arrange training for all staff.</p>	As necessary	Headteacher	<p>Disability issues incorporated into all curriculum areas and policies.</p> <p>All staff work from a disability equality perspective</p>
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