



**St Nicholas  
Catholic High School  
Accessibility Plan**

## Version Control

Current version	Previous version	Summary of changes made
2018	2016	
2021	2018	Action plan and accessibility audit (appendix) updated
2024	2021	Action plan and audit /appendix 1 updated

Policy Impact Statement	
<b>Policy:</b> Accessibility Plan	
<b>This Policy has been implemented:</b>	
Fully	✓
Partially	
Occasionally	
Not at all (give reasons why)	
<b>What revisions need to be made:</b>	
To the Policy?	See Version Control Above
To its implementation?	

# St Nicholas Catholic High School

## Accessibility Plan

### 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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, this procedure sets out the process for raising these concerns.

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.  The curriculum is reviewed to ensure it meets the needs of 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.  Student passports	Subject Leaders	Ongoing
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required	Improve access to school for all students and visitors	Any child with a disability has their own accessibility audit tour with member of SEN team and outside professionals.  Any child using a wheelchair has a PEEP plan in school.  School works work with occupational health to ensure all students with mobility issues have the correct support and purchase specialist equipment where required	SENCO	Ongoing

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"><li>• Internal signage</li><li>• Large print resources</li><li>• IT - iPad, electronic readers, roger pens (for deaf students), laptops</li></ul>	<p>Review the effectiveness of communication strategies across the school</p>	<p>Complete a communication audit and implement any actions required to improve communication across the school</p>	<p>SENCO</p>	<p>Ongoing/annually</p>
--	---	---	---	--------------	-------------------------

## **4. Roles and Responsibilities**

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## **5. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times. Stair nosing on stairs to denote change first and last step to add visual awareness.	Maintain and ensure access	Site Manager	Ongoing
Corridor access	Corridors are wide with sufficient access for wheelchairs and walking frames	Ensure student equipment does not block the corridor	All staff	Ongoing
Lifts	Service Level Agreement in place for maintenance	Review annually.	Site manager	Ongoing
Parking bays	Disabled parking bays marked. Reserved area for parents collecting students with accessibility requirements at end of the day	Maintain and ensure access	Site manager	Ongoing
Entrances	Accessible doors, enclosed lobby	Maintain and ensure access	Site Manager	Ongoing
Ramps	Ramp kept clear and free from obstruction at all times	Maintain and ensure access	Site Manager	Ongoing
Toilets	Disabled toilet has hoist and alarms	Ensure hoist and alarms tested and serviced every 6 months	Site Manager	Ongoing

Reception area and visitor meeting room	Accessible to wheelchair users	None required	Site Manager	Ongoing
Classrooms	The majority of rooms are accessible, located on lower ground, ground floor and upper floors via lifts (main building and sports hall). Humanities classrooms on upper floor only accessible by stairs – classes re-roomed on timetable for any wheelchair users.	Continue to review and adjust rooming timetables at start of academic year for student wheelchair users and any other accessibility issues.	SENCO/ Curriculum Manager	Ongoing
Internal signage	Safety signs and hazard strips in place.	Enhanced for student with visual impairment (larger signage, clearer floor markers)	Site Manager	Ongoing
Emergency escape routes	Safe evacuation plan in place PEEPS and adapted evacuation procedures for wheelchair users/students with mobility issues. Evac chairs on upper floors	Ensure weekly testing of system and maintenance. Termly emergency evacuation drills. Evac chairs are serviced annually.	Site Manager	Ongoing
Outdoor areas/movement between buildings	Maintain safe direct access to all buildings and classrooms.	Uneven areas/trip hazards in quad area and outside entrance to crypt resurfaced/levelled	SBM	Autumn 2023

Reviewed by: Finance, Resource and Personnel Committee	Date: 31 <sup>st</sup> January 2024
Ratified by Governing Body	Date: 25 <sup>th</sup> March 2024
Review of Policy Due By	Date: February 2027