St Nicholas CE Primary School

Disability Equality Scheme

Accessibility Plan

2024 - 2028

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Mission Statement

At St Nicholas CE Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At St Nicholas CE Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Vision and Values

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Equality Act
- Eliminate harassment if disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

The Equality Act

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Duty

The Equality Act 2010 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

Election of parent governors

The election of parent governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Making things happen

In order to ensure that action is taken to meet the Equality Act Nicholas CE Primary School has drawn an action plan to make things happen, which outlines how the requirements will be met. This action plan has been shaped in consultation with disabled people and parents of disabled pupils.

See appendix A

Implementation

The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors annually by SENCo and nominated governor. The Action plan will be dovetailed with the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these. The evaluation the effectiveness of our scheme will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

Publication of the Scheme

- It will be available in paper format to anyone on request
- It will be emailed to anyone on request
- It will be published on the website

Involvement and Consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

St Nicholas CE Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Committee meetings to develop the scheme.

Consultation with disabled pupils / staff / parents / governors to determine their priorities for the school with regards to disability equality over the next three years via

- Focus groups
- Questionnaires
- Feedback slips
- Website link

Information Gathering
We have attempted to identify staff, parent helpers, governors and parents/carers who have a disability via letter. Data protection legislation will be observed in sharing this information.

Information about staff
The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention.
It is our aim to:

- Retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;
- Develop in-house expertise about what disabled staff and/or pupils may require;
- Provide role models for children and young people;
- Bring different life experiences and new skills to the school
- Help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

Information about disabled children and young people

Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement.

It is our aim to improve:

- Opportunities for disabled learners to take positions of responsibility;
- Satisfaction and enjoyment levels across a range of school activities;
- Aspirations and ambitions for the future;
- Successful transition into the next stages of education, training or employment;
- Access to school trips;
- Involvement in after school clubs and activities;

Information about disabled parents

Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school.

It is our aim to:

- Use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them
- Ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, alternative arrangements will be made
- Give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production
- Give disabled parents preferential parking rights
- Ensure the needs of young carers are met

Information about disabled governors

Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities.

It is our aim to improve:

- The accessibility of meetings for disabled governors
- The accessibility of other governors activities.

Information about disabled users of the school

Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- Encourage community groups to ensure their activities are accessible;
- Give due regard to disabled community users when revising school policies and procedures.

Action

1. Promoting equality of opportunity
Working proactively, to make reasonable adjustments for disabled pupils at policy and whole school level, to promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life. The school's Accessibility Plan will be incorporated into the scheme.

2. Eliminating discrimination, for example:

- By awareness raising and staff training
- By keeping a watchful eye on the impact of policies
- Reviewing and adjusting policies
- Raising expectations
- Improving communication

3. Eliminating harassment
Schools may need to:

- Raise awareness amongst staff and pupils of disability-related harassment
- Understand the nature and prevalence of bullying and harassment
- Recognise and address bullying and harassment
- Involve pupils themselves in combating bullying
- Reference to anti-bullying policy ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed

4. Promoting positive attitudes
Positive attitudes to disability will be promoted in a variety of ways, for example:

- Staff modelling respectful attitudes to disabled pupils, staff and parents
- Using the curriculum – SEAL/PSHE/RE
- Through positive images in school books and other materials
- Through visits and visitors to and from school

5. Encouraging participation in public life

Disabled pupils, staff and parents will be encouraged to participate where:

- They see their disabled peers included and succeeding in the life of the school
- Disabled pupils, staff and parents are represented in senior, responsible and representative roles
- There are positive images of disabled people participating

6. Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Monitoring and reporting

It will be essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

The following information will be monitored:

- Numbers of disabled pupils in school
- Achievement of pupils with disabilities
- Disabled staff who have rights under the Equality Act
- Attendance at extra curricular clubs of disabled pupils
- Involvement in educational visits/ residential trips
- Behaviour logs/ serious incident book
- Participation in School Council
- Attendance
- Exclusions

We will monitor the impact of actions taken to ensure that progress is being made towards meeting the requirements of the Equality Act, and to ensure that no adverse impact is occurring as a result of the actions. If any adverse impacts are identified during the monitoring process, the actions plan will be revised. Governors will report annually on the success and progress of their scheme.

The actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

Annual reporting will bring together details of:

- Information gathered during the year
- How that information was used
- Action points completed during the year and those that are ongoing.

Disabled people may be involved in the process. This report will:

- Be referred to in the school profile with information on how to access a full copy
- Be published on the school website

The person responsible for producing the Annual Report is the SENCO and nominated governor.

Reviewing and Revision of the Scheme

As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the school has taken have affected
opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- Involve disabled pupils, staff and parents
- Be based on information that the school has gathered

The Scheme will be reviewed in 3 years time.

The Headteacher will be responsible for initiating the review of this scheme.

Appendix A

	Comments
Equal Opportunities	
Do disabled children have full access to the curriculum	Yes, confirmed by teachers, BW and JN. Consultation with parents suggests that yes children have full access and are supported well at their level. The addition of the Rainbow Room has further enabled all children to access all areas of the curriculum.
Are all staff differentiating appropriately	Yes – regular staff training takes place on a wide range of adaptive teaching strategies to ensure all pupils are enabled to access key knowledge in each subject. For each curriculum area there are adaptive teaching strategies guides to ensure all pupils are able to access learning.
Are all curriculum areas accessible	Yes – at present. PE is differentiated with pupils who require it given 1:1 support. External providers and peripatetic staff are made aware of pupils who may require additional support with use of One Page Profiles. Reasonable adjustments are made for pupils. These may include: rest breaks, use of devices and alternative methods of recording work. Parent feedback also indicated consideration on organisation of sporting activities and sports days.
Do disabled children and adults receive information in different formats if they need it	Yes – a range of information is adapted wherever possible with font sizes increased or adapted test papers some examples of adjustments.
How physically accessible is the school	Access ramps to serve all school in Key Stage 1. Main entrance doors wheelchair friendly. Vast majority of school on one level. The area for development is accessing upstairs. Arrangements would need to be made for each specific year group i.e. year groups to be relocated downstairs if access is required by a disabled person. Disabled toilet in place. Disabled parking in place in line with guidance from surveyors. A new disabled toilet has also been added next to the Rainbow Room to ensure those adults/pupils who have mobility issues have access to a disabled toilet both in KS1 and KS2.
Do disabled children have access to after school clubs, homework clubs and trips	Yes – RC regularly monitors access to clubs and attendance at clubs and seeks input from a range of pupils on clubs they might like.

Do children make good progress	Yes – all pupils make good progress from their starting points. A wide range of assessment strategies are used to ensure small steps of progress for pupils with complex needs can be measured.
Does the school's recruitment policy address disabled staff	Yes, the policy in place has specific sections around recruitment of disabled staff.
Do disabled staff hold senior posts/ make progress within the school	Yes
Eliminating discrimination	
Are 'reasonable adjustments' being made for children with disabilities	Yes, a wide range of adjustments are in place to support children with disabilities. A recent parent and pupils survey on disabilities demonstrated many positive responses. One of the comments stated that their child has had no boundaries placed on what they are able to achieve and has always been encouraged to get involved in all aspects of school life.
Are 'reasonable adjustments' being made for staff/parents with disabilities	Yes – a wide range of adjustments are made. These may include, adapted furniture, adapted meeting arrangements and use of technology.
Do staff, children and governors all have sufficient understanding of disability issues to ensure that they do not discriminate	Yes – a wide range of events and activities take place to ensure all members of the community have sufficient understanding of discrimination. These include use of social media to promote diversity, coffee mornings with a range of professionals on hand to offer advice, involvement in a wide range of awareness days e.g. World Autism Week, Dyslexia Awareness, World Down Syndrome Day. Other activities include regular SEND, First Aid and Safeguarding training and Ensuring library books reflect the diversity of all parts of the community. ACTION - continue to positively promote disability in school with a range of resources, awareness raising events and learning resources. New PSHCE Curriculum addresses this and is fully planned and sequenced carefully to support this.
Are admissions dealt with appropriately	Yes. Pupils with disabilities are given opportunities for enhanced transitions to school and Early Years staff and SENDCO are involved in multi-agency meetings for new pupils.
Have children been turned down for a place at school because of their disability	No

Are too many children with disabilities being excluded	No
Are any school policies discriminatory, e.g. blanket policies which are not differentiated for disabled children	No – all policies include adaptions that can be made if required e.g. the attendance policy.
Are facilities available for disabled parents to enable them to attend school events	Yes. Access ramps, toilets are on ground level, doors etc in place. As a result of the global pandemic and school closures, a system of online school events have been used. These include Remote Parents' Evenings. Feedback from parents and carers indicate that this has been helpful and will therefore continue.
Are disabled job applicants treated fairly	Yes
Eliminating harassment	
Does the school have data on disability related bullying	All bullying logged – staff unaware of any disability related incidents.
Are disabled children being bullied	Pupil surveys indicate that this is not the case. There are no reports currently of disabled children experiencing bullying.
Does the school have measures in place to prevent disability related bullying	Yes. The PSHCE curriculum allows for discussions around a range of disabilities and the importance of equality. Regular workshops are held in school. A wide range of other measures are in place to prevent bullying. These include: Votes for Schools weekly discussions, PSHE curriculum focuses on celebrating diversity and bullying, the first unit of computing curriculum focuses online safety including bullying.
Do disabled staff or parents report harassment	There has been no harassment reported.
Do disabled staff feel supported by colleagues and senior management	NA

Has the school lost disabled staff because they have not felt appropriately supported	No
Is the school's ethos such that bullying and harassment are unlikely to occur	Yes – the ethos is about developing a sense of belonging and celebrating difference.
Promoting positive attitudes	
Do disabled children have good role models	Yes. Books in class libraries and main library are regularly evaluated and updated to ensure all pupils are represented and feel they belong. For instance, books like Can You See Me, A Kind of Spark and Alien in the Jam factory are just some of the books that involve children and adults with a wide range of diversity. Staff report that this has stimulated important discussions around a range of disabilities. ONGOING – JN to continue to investigate a range of role models for pupils with ASD and to ensure promotion across the whole school. Charity events are used to promote awareness of and role models for a range of disabilities e.g. Canine Partners.
Do disabled children see other disabled children / and or disabled staff in positions of responsibility in school	Where possible yes.
Do resources used in school show positive images of people with disabilities	Yes. Books in class libraries and main library are regularly evaluated and updated to ensure all pupils are represented and feel they belong. For instance, books like Can You See Me, A Kind of Spark and Alien in the Jam factory are just some of the books that involve children and adults with a wide range of diversity. Staff report that this has stimulated important discussions around a range of disabilities. Staff use a range of resources and texts to promote positive images. For instance, one class have used The Boy Who Made Everyone Laugh (about a child with Tourette's syndrome) to promote discussion. ACTION – continue to evaluate and add to the resources and texts that use of positive images.

Is the curriculum used to promote understanding of disability	Yes. PSHE curriculum focuses on celebrating diversity and bullying, the first unit of computing curriculum focuses online safety including bullying. ACTION ONGOING – Regular review of the curriculum will assess. PSHCE Curriculum to be used to promote understanding of disability and difference.
Encouraging participation in public life	
Are disabled children given positions of responsibility in school	Yes – when appropriate. Parents commented on the range of jobs that all pupils are given with classes i.e. helper of the day etc. All pupils are given the responsibility to undertake these roles across the school. Previous action was around ensuring there are places for pupils on the range of school groups that are not nominated by staff and not just pupils to ensure there is a diverse group of pupils on each group. For example, pupils with SpLD on the Reading Ambassadors group.
Are disabled children represented on the school council	Yes Parents feedback suggest that there should be opportunities for pupils to represented on the School and other councils.
Are there any disabled people on the governing body	Yes
Are governing body meetings accessible	Yes – meetings take place both online and in person as appropriate.
More favourable treatment	
Does the school have a policy of interviewing all disabled applicants who meet the minimum requirements	Yes
Is the school aware of 'Access to Work' and other schemes for supporting disabled employees	Yes

Are special arrangements made for disabled children, e.g. at breaks and lunchtimes?	Yes, when necessary.

Appendix B

Accessibility Plan

The St Nicholas CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St Nicholas CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

		Recommendations	Time Scale	Priority	Cost	Completed
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing
2	Wheelchair access across main school building KS1	Enable wheelchair users to access KS1 playground independently Improved access to EYFS outdoor provision	Ongoing quotes sought	Medium	Complete	Completed
3	Disabled parking	Spaces to be provided		Medium	Complete	Completed
4	Disabled Toilet	In place in KS2 and now in KS1	Ongoing	Low	Quotations would be obtained if funding became available	Completed
5	Changing and Shower facilities	In place in KS2		Medium	Complete	Completed
6	Whole school environment	Regular audits to ensure environment is appropraite for disabled pupils	Ongoing as part of the School Self Review Calendar	High	Ongoing	Ongoing as part of the School Self Review Calendar

Improving Curriculum Access

		Recommendations	Time Scale	Priority	Cost	Completed
1	Adaptive Teaching	SMT to monitor quality of adaptions and provision for pupils with SEN. Ensure scaffolding and support in place to allow access to the curriculum.	Ongoing as part of the School Self Review Calendar	High	SMT release costs	Ongoing as part of the School Self Review Calendar
2	Interventions	Deputy Headteacher/SENCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing as part of the School Self Review Calendar	High	Resourcing costs of identified areas to develop	Ongoing as part of the School Self Review Calendar
3	Classrooms are organised to promote the participation and independence of all pupils	Deputy Headteacher/SENCo to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing as part of the School Self Review Calendar	High	Possibleresource implications where gapsare identified	Ongoing as part of the School Self Review Calendar

4	All pupils are represented on school bodies and have access to all areas of the curriculum	Deputy Headteacher/SENDCO to continue to develop and review membership of councils and clubs. SENDCO (alongside PE coordinator) to ensure that sporting events are inclusive for all.	Ongoing	High	Resource costs – adapted resources when/where appropriate	Ongoing as part of the School Self Review Calendar
5	Staff training in the production, implementation and review of Provision maps and monitoring systems.	Deputy Headteacher/SENCo to deliver staff training to teaching staff.	Ongoing as part of the School Self Review Calendar	High	Not applicable	Ongoing as part of the School Self Review Calendar

5	Staff training in supporting pupils with SEND – focus on keyareas of need within the school: SLCN, SPLDASD, Dyspraxia	Deputy Headteacher/SENCo to deliver training where possible. Identify gaps in knowledge and seek external advice if neccessary	Ongoing in line with SIP and PM	High	CPD	Ongoing as part of the School Self Review Calendar

Improving the Delivery of Written Information

	Question	Recommendations	Time Scale	Priority	Cost	Completed
1	Availability of written material in alternative formats whenspecifically requested	The school will make itself aware of the services available for converting written information into alternativeformats.	Ongoing	High	Not applicable	Ongoing
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. In year admission information to be adpated to ensure all information is accurate and can best support parents and pupils.	Ongoing	High	Not applicable	Ongoing