



THE ACADEMY OF
ST NICHOLAS

Accessibility Plan

Review Period:	Annually
Date Policy Last Reviewed:	January 2018
Date of Governor Approval:	April 2018
Date for Review:	January 2019

Vision and Values

The Academy of St Nicholas has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life. The school strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, The Academy of St Nicholas aims to:

- Improve the achievement of pupils
- Improve the quality of teaching and learning (including behaviour and safety of pupils)
- Improve the quality of leadership and management

Accessibility Strategy

This statement sets out the ways in which The Academy of St Nicholas provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)

The Academy of St Nicholas's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access
- Information for Students and Parents

Admissions

The Governors of The Academy of St Nicholas support the Special Educational Needs and Disability Act (2010). The Governors are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The school will review access to the physical environment for students with disabilities.

Evacuation Procedure

The school's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities. Staff may be allocated to specific groups/students for evacuation.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students regardless of disability should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The school's Information Computing Technology (ICT) network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The school will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

Students at The Academy of St Nicholas have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports
- School Drama Production
- Music
- Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Parents and Students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN (D) Policy). Large print format materials can be made available.

If either student or parents have difficulty accessing information normally provided in writing by the school as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

Admissions Policy

SEND Policy

Equality Information and Objectives

All other policies will acknowledge the requirements of the policy

Improving Access to Information.

Targets	Actions	Timescale	People responsible	Outcomes
To improve awareness of alternative formats for sharing information	Contact LA to establish possible access to alternatives to the written format.	Ongoing	SENCO	Academy become aware of alternatives available and how they can be accessed
Ensure information in all SEN reviews is accessible to all parties.	Provide a choice of formats for student's parents and carers to provide views in reviews.	From Autumn term 2014	SENCO	Parents, carers and students have choices about how they are communicated with and how they provide their points of view.
Ensure information that is sent to parents/carers is accessible and user friendly.	Check that correspondence sent home is accessible in relation to reading ability language etc.	From Autumn term 2014	Head of School, Office Manager	Information is provided which is user friendly and in a format which is the preferred option.
Policies should indicate if alternative formats are available.	Information included when policies updated.	Ongoing	Policy Writers	Parents are aware that alternatives are available.

Improving Access to the Curriculum

Targets	Actions	Timescale	People responsible	Outcomes
To improve literacy and numeracy levels of students achieving below age expectations.	Identify students who require additional support by assessing literacy/numeracy skills. Provide appropriate interventions.	Ongoing	SENCO, Literacy and Numeracy Co-ordinators	Enhanced student progress.
Ensure students with physical disabilities receive support to minimise their mobility difficulty.	Supervised access to lifts. Early exit from classes. Direct access to server at lunch time, Regular visits from Physio	Ongoing	SENCO, Support Staff, Physiotherapist School Nurse	Students able to move freely around the Academy with minimal queuing at lunch and break times
To raise the profile of differentiation throughout the Academy.	Staff Inset Drop Ins with differentiation focus. Analyse staff training needs and plan targeted support	Autumn term Beginning of spring term. Following drop ins.	ASJ/MK SLT/Heads of Department	Enhanced student progress due to students experiencing work appropriate to their level with suitable challenge.
To facilitate training for student facing staff in relation to disabilities they are likely to encounter.	Audit of staff training requirements. Arrange CPD opportunities in house and via external agencies	Ongoing	SENCO SLT Heads of Department	Increase the knowledge and skills of staff to develop strategies to meet the needs of students with disabilities.
Ensure all staff are made aware of disabled students needs to ensure access to the curriculum.	Dissemination of information to student facing staff. Access to student support plans.	Ongoing	SENCO	All staff are made aware of individual student's needs.

Improving Access to the Physical Environment

Target	Action	Timescale	Person responsible	Outcomes
Ensure the building and grounds are compliant with statute,	Review the operation of the building, and consider improvements as required.		Trust Director/Site Manager	