



ACCESSIBILITY PLAN

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

St Nicholas values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for each child. We pride ourselves in creating a stimulating environment that helps our children to progress academically, socially, emotionally and physically to their maximum potential.

Key Objective and Aims

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

Aims of the Accessibility Plan (as outlined in the SEND Code of Practice) will increase access for all disabled pupils to:

- The curriculum
- The physical environment
- Information

Definition of Disability

Disability is defined by the Disability Discrimination Act 2001 (DDA) as:

“A person has a disability 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 carry out normal day to day activities.”

Definition of Direct Discrimination

Direct Discrimination is defined by the Equality Act 2010 as:

“Direct discrimination occurs when a person treats one person less favourably than they would another because of a protected characteristic.”

Introduction

The SEN and Disability Act 2005 extended the Disability Discrimination Act 2001 (DDA). Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. It will be monitored and evaluated by the Governing Body on an annual basis. The attached action plan (Appendix A) sets out Governors' proposals for increasing access to education for pupils with disabilities as and when this is required.

The school supports any available partnerships to develop and implement the plan. Therefore, it reflects and supports Hertfordshire's Accessibility Strategy 2023-2026.

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-andprocedures/hertfordshires-send-accessibility-strategy.pdf>

This Plan should be read in conjunction with the school's Equality Scheme, Pupil Behaviour Policy and SEND Policy.

Context

St Nicholas School is situated in the centre of Harpenden and contained within a secure fenced site. The building consists of five classrooms. There are internal stairs leading to three different classrooms which make accessibility to the upstairs classroom challenging. The main entrance is accessible via the rear entrance. There is one disabled toilet. The playground is on one level.

Current range of known disabilities

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder
- Dyslexia and Dyscalculia
- Hearing impairments
- Visual impairments
- Global Developmental Delay
- Various medical conditions including Diabetes, Epilepsy, Asthma
- A range of learning difficulties

A whole range of initiatives and strategies are currently in place to help make the curriculum accessible for all, which are invoked when and if a need is identified.