



Nicol Mere School

Accessibility Plan 2018-21

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

1. 'Learning is a passport to life – enjoy!!'

Our school aims to create a learning environment and ethos that will allow the community of Nicol Mere to thrive and prosper in a happy and caring atmosphere that will build a confident and tolerant future for all.

We want all children to reach potential and thrive in a safe, fun environment despite any disability they may have. We want to adapt our environment and practices as much as possible to support all pupils.

2. Purpose of Plan

This plan shows how Nicol Mere intends, over time, to address the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

3. Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day-day activities.

4. Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes physical aids, teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visit)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

5. Contextual Information

Nicol Mere was built in 1977 - there are two blocks with no stairs – all on flat level access.

Current Provision – doors wide, hearing system for x1, home education for x2, white lines, x1 child on/off wheelchair, 1:1 provision eg customised – all have access to all clubs, trips and residential trips.

6. Three-year access plan 2018-21

- KS1 entrance lip on door for wheel chairs
- White lines for visually impairment
- Disabled toilets
- Disabled shower
- No stairs
- Hearing system
- Home education

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	<ul style="list-style-type: none"> • Lead governor to oversee EQUALITY & ACCESSIBILITY DUTIES MET • Hearing aid teacher/pupil system for deaf / hard of hearing • EMAS for EAL pupils • continue to ensure all distinct groups achieve to their best by end of Y6. • Attendance –high • Awareness raising in curriculum eg: disability • The physical site see above • Equality/disability days • British and curriculum maps
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • No major issues – case by case scenario • Done lot in past. • Continue to ensure all get access eg pupil residentials even if disabled or SENS
iii. improvements in the provision of information for parents of all abilities	<ul style="list-style-type: none"> • See workshops, gateway links and 1:1 where necessary. • Internet, Facebook and website.

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability, including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and local appropriately?	✓	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	some	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	yes	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	some	

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Identifying Barriers to Access: A Checklist.

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	