Accessibility Plan

St Nicholas at Wade Primary School

Inclusion Team

SEND Governor

Poppy Montgomery

SENCO

Tim Neal

Contact No: 01843 847253

tim.neal@st-nicholas-birchington.kent.sch.uk

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Vision Statement

Inspired by the parable of the wise and foolish builders, our school is committed to building on strong foundations where every child can thrive. We believe true wisdom is shown in creating an environment that is accessible, inclusive, and welcoming to all, regardless of need or ability. By thoughtfully removing barriers and planning with care, we ensure our school is built on fairness, dignity, and opportunity—so every learner is supported to stand strong, grow confidently, and succeed.

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

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.

St Nicholas at Wade Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and

balanced academic and social curriculum that is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Nicholas at Wade Primary School is committed to inclusion. As part of the school's strategic planning for improvement, we work to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to all learners so that, by building on the rock, they can grow into individuals who flourish in our world while also giving back to our community.

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

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers an ambitious curriculum, adapted for all pupils	Monitor curriculum content and adaptations to meet the needs of all children.	Subject Leaders will monitor curriculum coverage Learner's ability to access the curriculum will be observed via learning walks and observations by SLT and SENCo.	All subject coordinators, SLT, TN	Ongoing	Monitoring shows that all learners are able to access a wide, ambitious and exciting curriculum.
	We use resources tailored to the needs of pupils who require support to access the curriculum	Provide resources for those children who need them in order for them to be able to fully access the curriculum.	We follow recommendations from specialist (OT/PT/STLS)	All subject coordinators, SLT, TN	Ongoing	Learner's needs are met through the use of recommended resources.
	Curriculum resources include examples of people with disabilities	Provide examples of people with a wide variety of disabilities throughout the curriculum and within the school environment.	Ensure that teachers are including examples of people with a wide variety of disabilities throughout the curriculum.	All subject coordinators, SLT, TN	Ongoing	People with disabilities have been represented throughout the curriculum and school environment. Children are able to openly talk about disability and show awareness of different disabilities
	Curriculum progress is tracked for all pupils, including those with a disability	Monitor progress for all pupils including those with disabilities.	Pupil Progress Meetings. Provision mapping.	SLT	Ongoing	Good progress is made by children with disabilities.
	Targets are set effectively and are appropriate for pupils with additional needs	Set ambitious yet appropriate targets for all children including those with disabilities.	Class teachers are to set targets which are recorded on Provision Maps and discussed at Pupil Progress Meetings.	Class teachers	Ongoing	Targets are achieved (%).

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps and paths all one level • Corridor and door widths appropriate for wheelchair access • Disabled parking available • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height Resurfacing of pathways leading to the school office	individuals with disabilities are able to access the physical school environment via the adaptions that have been made and resources that are available.	Regular site walks (health and safety) are made to check the physical environment and note maintenance issues. We follow recommendations from specialist (OT/PT/STLS) and will provide children with recommended resources as and when needed.	SLT and Caretaker	Ongoing	The school's physical environment is accessible to all children.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	For all children including those with disabilities to be able to access information.	Monitor internal signage. Produce further large print and visuals as needed. Ensure pictorial and symbolic representations are present and consistent	TN and class teachers	Ongoing	Children are able to access information in a variety of forms.

4. 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.

5. Links with other policies

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

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