



## Accessibility plan

December 2024

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## 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, their parents and parents with disabilities.

At All Saints' CE Primary School we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

#### Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community) and Love. Our keys aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

#### **Compassion**

Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.

#### **Koinonia (community)**

Value and celebrate diversity, welcoming families from all faiths and backgrounds.

#### **Love**

The love within our school is one of family and friendship, enabling each child to grow and flourish.

The plan will be made available online on the school website, and paper copies are available upon request.

All Saints' CE Primary 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 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 1: To increase the extent to which pupils with disabilities can participate in the curriculum

Target	Actions	Success Criteria	Who is responsible?	Timescale
Ensure all staff have the knowledge and skills necessary to effectively reduce or remove barriers to the curriculum for all children.	Continuing Professional Development to be made available to all staff including office staff and LSAs on how to support pupils effectively.	Staff are aware of children's individual needs and are appropriately trained and confident to deal with them.	Head Teacher Senco	Ongoing
	Specific training will be provided for those staff working directly with children who have a medical or special educational need e.g. makaton.		Senco	Ongoing
	All subject leaders to embed inclusion in their subject manuals so every subject is accessible to all children.	Every child has equal access to the curriculum and feels involved and included.	Subject Leaders	March 2025
	Reasonable adjustments to be made to the teaching of the curriculum and tasks children are given to complete, to ensure all children can access it.		All Teachers including staff that lead RWI groups or focus groups	Ongoing
	Individual risk assessments to be written for individual pupils if appropriate, including for school trips where necessary. school trips	Risk assessments for individuals are completed when appropriate	Senco	Ongoing

	All children to be included in clubs, trips, sporting events.	and information communicated to all relevant parties.  There is equal representation and access to clubs, trips and sporting events.	PE Coach	Ongoing
Maintain good communication with external agencies for pupils who have ongoing health/medical needs or disability e.g. NHS/private therapists, diabetic team, so that their needs are met fully within the capability of the school.	To ensure collaboration between staff, parents, children and key external agencies such as:  School Nursing Team  NHS Occupational Therapy service  NHS Speech & language Therapy service  Specialist advisory teachers  Educational Psychologist,  Occupational Therapy Service  MAOS  Other external professionals, as required		Senco	Ongoing
Develop pupils' awareness of disability.	Cultural diversity and positive images of people with disabilities to be reflected in the curriculum and around the school.  Establish Inclusion Ambassadors to promote disability acceptance across the school regularly throughout the school year.  Collective worship to cover a wide range of issues including living with disabilities.	Pupils and adults have an increased awareness and understanding of disability in its many forms.	Senior Leadership Team	Ongoing
Develop a monitoring system to identify and further support	Monitor relevant information relating to the physical needs of new parents and/or children.		Senco	Ongoing

<p>pupils/adults with a disability.</p>	<p>Maintain an updated register of pupils with Healthcare Plans and ensure this is shared with relevant staff.</p> <p>Ensure healthcare plans and health alerts for children with more complex medical needs are written in collaboration with the family and the school nurse if necessary and circulated to relevant staff.</p> <p>Continue to ensure that transfer of information regarding particular needs of vulnerable children is shared between the relevant professionals.</p>	<p>Parents/carers are involved when writing a healthcare plan.</p>	<p>Senco</p> <p>Senco</p> <p>Senior Leadership Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Maintain close liaisons between school staff, outside club providers and school trip venues to ensure all children are able to participate in wider curriculum and out of school provisions.</p>	<p>Monitor extra-curricular club attendance to ensure participation for children with SEND and those with specific medical and diagnosed conditions.</p> <p>Liaise with school trip venues before booking trips to ensure they can accommodate the needs of the children attending.</p> <p>Individual school trip risk assessments to be written for specific pupils if appropriate.</p>	<p>All children have access to extra-curricular clubs and school trips</p>	<p>Extra-curricular club co-ordinator</p> <p>School Trip Co-ordinator</p> <p>Senco</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

**Aim 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided**

Target	Actions	Success Criteria	Who is responsible?	Timescale
To provide appropriate access to all users.	To take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Everyone has some degree of independence when moving around the school building and grounds.	Head Teacher Governors Caretaker Senior Leadership Team	Ongoing
	When purchasing new playground equipment, look at the accessibility for every child and not just the majority.	All children have equal access to the outside area and its facilities.		Ongoing
	Incorporate appropriate colour schemes when refurbishing to meet the needs of all pupils.	Colour schemes continue to fit in with the whole school approach.		Ongoing
	Continue to adapt requirements as appropriate on an individual basis for parents and children.	The Accessibility Plan is monitored regularly in order to ensure individual requirements are met		Ongoing

**Aim 3: Improve the availability of accessible information to pupils with disabilities, their parents and parents with disabilities.**

Target	Actions	Success Criteria	Who is responsible?	Timescale
Review admission policy to include needs of any new parents and any adaptation to information shared.	<p>Identifying the access requirements of parents who have disabilities.</p> <p>Arrange interpreters to communicate with parents who are deaf or who have limited English.</p> <p>Telephone call to explain letters home.</p> <p>Audit the school environment to improve accessibility for family members with limited sight.</p>	<p>All parents can communicate fully with school staff confidently.</p> <p>All parents receive regular information they can access.</p>	Head Teacher	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>March 2025</p>
Enable improved access to written information for pupils, parents and visitors with disabilities.	<p>Audit the school library to ensure the availability of large font and easy read texts will improve access.</p> <p>Audit signage around the school to ensure that it is accessible to all.</p> <p>Ensure the website enables equal access via a translator tool.</p>		Head Teacher	<p>Ongoing</p> <p>March 2025</p> <p>March 2025</p>

## 4. Links with other policies

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

- 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