



Accessibility Plan

Date: April 2020

Review date: April 2023

Approved by Advisory Board: July 2020

Linked with other policies: Health and safety policy

Equality information and objectives policy (public sector equality duty) statement for publication

SEND policy

Special educational needs (SEN) information report

Medical conditions policy

Signed:

Registered address: All Saints School (Lessingham) Limited. Company no: 10323174

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students and staff across the school community without discrimination of any kind.

Currently we provide:

- A broad and balanced curriculum for all our students, including those with SEN and disabilities through our SEND policy
- Additional support for students with SEN and disabilities through our SEND policy
- Increased awareness in terms of differentiation for those students with disabilities
- Ongoing staff training on student disability and discrimination
- Support to raise students' awareness of disability and discrimination
- Students' different formats and associated technology for learning and examinations

The plan for the school 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 the school, this procedure sets out the process for raising these concerns.

We have included and considered a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff, visitors, Directors and the Advisory Board.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years by the Headteacher but may be reviewed and updated more frequently if necessary.

An accessibility audit will be carried out on an annual basis by the Headteacher, Finance Director and Caretaker and reported to the Advisory Board. Any recommendations will be implemented into the accessibility plan at this time.

The accessibility plan will be approved by the Advisory Board.

4. Links with other policies

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

- Health and safety policy
- Equality information and objectives policy (public sector equality duty) statement for publication
- SEND policy
- Special educational needs (SEN) information report
- Medical conditions policy

5. All Saints School Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Action to be taken	Person responsible	Date to completed actions by	Success Criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include smaller classes, 1:1 support as required, ensuring lessons are delivered in accessible classrooms.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	Curriculum offer at Key Stage 4 is tailored towards the needs of students with a disability.	<p>Review offer and make recommendations.</p> <p>Cost offer and model into budgets going forward.</p>	<p>Deputy Headteacher (JP)</p> <p>Finance Director (RS)</p>	May 20 onwards	A wider offer is available at Key Stage 4 for students with disabilities.

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students, staff and visitors as required.</p> <p>This included:</p> <ul style="list-style-type: none"> • Ramps (where practicable) • Corridor width • Disabled toilets and changing facilities in the main building • Library shelves at wheelchair accessible height • Unisex toilets and changing facilities in the Medical Room 	Premises condition report and 5 year premises management plan, incorporating any accessibility issues	Commission a report and develop the 5 year premises plan	Finance Director	Sept 20	Plan in place, highlighting any areas where improvements regarding accessibility needs to be made
			Allocated disabled off road parking	Directors	Sept 20	
			Investigation into suitable equipment, such as an Evac chair and adjustable height desks; exploration of funding and procurement of equipment	Finance Director	Sept 20	Ramp being used when necessary
			Ensure adequate equipment at swimming pool to ensure students can access swimming lessons	Student Support Manager	Sept 20	Equipment in place and students accessing swimming sessions
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	<p>Ensure resources are kept up to date and renewed when technology dictates</p> <p>Ensure staff training is kept up</p>	Keep up to date with research and professional networks	SENDCo	Ongoing	Up to date
			Keep a training record which can be	Student Support Manager	Ongoing	Training record in place

	<ul style="list-style-type: none"> • Differentiated resources specific to disability • Electronic aids • Pictorial or symbolic representations • Access arrangements in place for students taking exams • Staff training 	<p>to date and a professional support network is maintained</p> <p>Regular audit of communication methods to ensure relevant and reflect need</p>	<p>monitored and audited.</p> <p>Audit carried out and reviewed against need with recommendations</p>	SENDCo	Ongoing	Audit review document
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Targets	Strategies	Timescale	Responsibility	Success Criteria	Other Comments
The school is aware of the access needs of disabled children, staff, Advisory Board and parents/carers	<p>To create access plans for individual disabled children as part of their Profile and Medical Needs Plans and IEPs.</p> <p>SLT are aware of any staffing requirements (including all staff & visitors who regularly visit the site) around accessibility and will make reasonable adjustments</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENDCo Class Teachers</p> <p>Headteacher, Advisory Board</p>	<p>Pupil Profiles, Behaviour Management Plans and Medical Need Plans, IEPs for disabled students and all staff aware of student needs.</p> <p>All staff and Advisory board members feel confident their needs are being met.</p> <p>Parents have full access to all school activities</p>	
The school staff/Advisory Board are aware of access issues	To find out the access needs of parents & carers through school communication tools	Autumn 2020	Headteacher, SENDCo, SLT, Directors and Advisory Board	Survey to be sent out Autumn 2020	
Improve signage and external access for visually impaired people	Yellow strips to mark external step edges	Summer 2020	Caretaker	Visually impaired people feel safe in school grounds	

Ensure all disabled students can be safely evacuated	Put in place personal emergency evacuation plans for all disabled students Develop a system to ensure all staff are aware of their responsibilities	As required	SLT, SENDCo	All disabled students and staff are safe in the event of a fire or emergency	
Ensure accessibility of access to IT equipment	Put in alternative equipment to ensure access to all hardware Liaise with NCC on information in regard to visually impaired students	As required	SLT, SENDCo, ICT support	Hardware available to meet the needs of all children	
All fire escape routes are suitable and free of obstructions	Make sure all areas of school can have wheelchair access where practicable Make sure that exits are clear of obstruction to allow free movement of people in wheelchairs	Ongoing	Headteacher, Directors, Advisory board, Caretaker, All staff	All disabled staff, students and visitors able to escape in case of an emergency	

Ensure outside space and equipment are accessible for all	Provide a range of equipment for a variety of student needs	Ongoing	SLT	All students have access to suitable playground equipment and resources	
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Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria	Other Comments
Ensure classroom support staff have specific training on disability issues	Staff audit to identify training needs (as need arises) Staff access to appropriate CPD	Ongoing	SENDCo and Student Support Manager	Raised confidence of support staff	
Ensure all staff are aware of disabled student's curriculum needs/access	Include individual student needs in all student profiles, behaviour support plans and Medical Needs Plans for disabled students (when appropriate). Make available to all agencies involved with a child	When needed	SENDCo and Student Support Manager	All staff aware of individual needs	
Use IT software to support learning	Make sure software is installed where needed	When needed	SENDCo, Computing Lead, ICT Support	Wider use of SEN resources in mainstream classes and lessons	

Review curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SLT, SENDCo, PSHE Lead, class teachers	Gradual introduction of disability issues into all curriculum areas	
Ensure planning takes account of children with disabilities	Establish good planning to include support staff where required	Ongoing	Headteacher, SLT, SENDCo, PSHE Lead, class teachers	Gradual introduction of disability issues into all curriculum areas	
Analysis of standards	Analyse progress of children with disability and SEN	Ongoing	Headteacher, SLT, SENDCo	Progress of children with SEN is tracked and reported to staff and Advisory Board	

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria	Other Comments
Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school. Review all letters home to check reading age and plain English. Produce newsletter in alternative formats ie print/Braille if applicable.	Ongoing Every September (new academic year)	Class teachers All staff Office/Admin team	All parents getting information in format that they can access	

Ensure all staff are aware of guidance on accessible formats	Distribute guidance on good practice in accessible formats and editorial guidelines	When needed	Headteacher, SLT, Office/Admin team	Staff start to produce routine information to children and parents in more accessible ways	
Children become more aware of their own learning preferences and access needs	Include access to information in form time. Encourage students to express their access needs and explore learning preferences	Ongoing	Class teachers	Children able to articulate their access needs and understand their own learning preferences	