



Accessibility Plan

Date: March 2023

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Approved by Advisory Board: March 2023

Linked with other policies:

- Health and safety policy
- Equality and Diversity
- SEND policy
- Special educational needs (SEN) information report
- Supporting Children with Medical Needs Policy

S. Day

Signed:

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
New	March 2023		

Contents

1. Aims.....	4
2. Legislation and guidance.....	4
3. Monitoring Arrangements	5
4. Action Plan.....	7

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 the 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
- To ensure all children and adults are considered equal and all are recognised for their strengths by all members of the school community.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We aim to reduce and eliminate barriers to access to the curriculum and ensure full participation in the school community to any student, and future student, with a disability. In addition, we also aim to eliminate those barriers for staff, advisors, visiting professional, parents and any other members of the wider school community.

All Saints School has a duty not to discriminate against disabled students in its admissions and exclusions, or provision of education. We will take all reasonable steps to avoid putting disabled students at a substantial disadvantage.

Our PSHEE and personal development programme addresses issues surrounding disabilities and learning needs. The Diversity lead teacher along with our diversity lead students ensure that each of the protected characteristics are considered and discussed throughout the school.

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. We will ensure all policies clearly state there is a no tolerance policy on the above and that procedures are adhered to by all staff who deal with any incidents that arise.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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.

	<p>Curriculum resources include examples of people with disabilities. We have a Diversity lead who has audited and highlighted areas for development to ensure curriculum resources include reference to all groups with protected characteristics.</p> <p>Curriculum progress is tracked for all students, including those with a disability. We use Earwig to monitor the progress of all students across all areas of the curriculum. Maths Framework is under review.</p> <p>Targets are set effectively and are appropriate for students with additional needs. These are set termly with students and are designed to fit in with EHCP outcomes and PEP targets where appropriate.</p> <p>The curriculum is reviewed to make sure it meets the needs of all students</p> <p>Curriculum resources include smaller classes, 1:1 support as required, ensuring lessons are delivered in accessible classrooms. All classrooms are managed in a way to be low stimulus.</p> <p>Zones of Regulation are used throughout the school to help students regulate and access learning. Students are also assessed termly using the Boxall profile to develop their SEMH. Strategies identified from this are incorporated into planning so individual students' needs are met. There is a school counsellor who works with identified children with SEMH difficulties.</p> <p>An OT is on site one day a week and carries out sensory assessments ensuring strategies are in place so students can access learning, such as ear defenders and equipment</p>	<p>Ensure classroom support staff have specific training on disability issues</p> <p>Ensure all staff are aware of disabled students curriculum needs/access</p>	<p>access to large print books.</p> <p>Staff audit to identify training needs (as need arises)</p> <p>Staff access to appropriate CPD</p> <p>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</p> <p>Reference to EHCP and Boxall Crib</p>	<p>SENDCo</p> <p>SENDCo and Student Support Manager</p>	<p>Ongoing</p> <p>When needed</p>	<p>access RNIB site.</p> <p>Raised confidence of support staff</p> <p>All staff aware of individual needs</p>
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	<p>in classrooms such as wobble cushions etc. OT also has been involved with assessing students' handwriting to ensure access to the curriculum; specific fine motor skills exercise, slopes, pen grips etc.</p> <p>Students have access to sensory breaks and equipment throughout the day to help with regulation. Bespoke timetables are in place for individual students who have difficulty accessing lessons in the classroom full time; including later start times.</p>	<p>Review curriculum areas to include disability issues</p> <p>Ensure planning takes account of children with disabilities; Establish good planning to include support staff where required</p> <p>Analysis of standards</p>	<p>sheet in lesson planning</p> <p>Include specific reference to disability equality in all curriculum reviews</p> <p>Update EHCP and Boxall Profile Crib sheet to assist teachers in planning lessons and resources</p> <p>Analyse progress of children with disability and SEN</p>	<p>SENDCo, Computing Lead, ICT Support</p>	<p>When needed</p> <p>Ongoing</p>	<p>Wider use of SEN resources in mainstream classes and lessons</p> <p>Gradual introduction of disability issues into all curriculum areas</p> <p>Progress of children with SEN is tracked and reported to staff and Advisory Board</p>
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Improve and maintain access to the physical environment	<p>The school is aware of the access needs of children, staff, Advisory Board members, visitors and parents/carers and the environment is adapted as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps (where practicable) • Corridor width • Disabled toilets and changing/showering facilities in the main building • Library shelves at wheelchair accessible height • Unisex toilets and changing facilities in the Medical Room and in main school building. • Allocated off road parking 	<p>Premises condition report and 5 year premises management plan, incorporating any accessibility issues.</p>				
		<p>To find out the access needs of parents & carers through school communication tools</p>	<p>Survey to be sent out Spring 2024</p>	<p>Head, SENDCo, SLT, Directors and Advisory Board</p>	<p>Spring 2024</p>	<p>Parents have full access to all school activities.</p>
		<p>Improve signage and external access for visually impaired people</p>	<p>Yellow strips to mark external step edges</p>	<p>Caretaker</p>	<p>On-going, replaced as needed</p>	<p>Visually impaired people feel safe in school grounds</p>

	<p>Lessons that involve students or staff with physical disabilities, including temporary disabilities, are timetabled to be in rooms that are accessible (in main school building).</p> <p>All off site activities including PE lessons, Swimming lessons, College sessions and other trips are assessed and adjustments made so all can participate.</p> <p>Table raisers are being used for students who require them and footstools are used to ensure students can sit in the correct positions.</p> <p>All fire escape routes are suitable and free of obstructions</p>	<p>Make sure all areas of school can have wheelchair access where practicable; exits are clear of obstruction to allow free movement of people in wheelchairs</p> <p>Ensure all disabled students can be safely evacuated</p>	<p>Develop a system to ensure all staff are aware of their responsibilities Appendix to be written and added to policy; Staff training. Ongoing</p>	<p>Head, Directors, Advisory board, Caretaker, All staff</p> <p>Head, SLT, SENDCo, Student Support Manager, and AB.</p>	<p>Ongoing</p> <p>July 2023</p>	<p>All disabled staff, students and visitors able to escape in case of an emergency</p> <p>All staff aware of identified students and potential students and aware of responsibilities</p>
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	<p>All students have access to suitable playground equipment and resources</p> <p>The school ensures accessibility of access to IT equipment</p>	<p>Ensure outside space and equipment are accessible for all</p> <p>Liaise with NCC on information in regard to visually impaired students</p> <p>Put in alternative equipment to ensure access to all hardware.</p>	<p>As required</p>	<p>SLT, Directors</p> <p>SLT, SENDCO, ICT Support</p>	<p>All students have access to suitable playground equipment and resources</p> <p>Hardware available to meet the needs of all children</p>
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Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Adapted resources specific to disability ● Electronic aids ● Pictorial or symbolic representations ● Access arrangements in place for students taking exams ● Staff training log kept and maintained by Student Support Manager 	<p>To introduce basic Makaton training and to ensure that staff are using the same signs throughout the school.</p>	<p>Identified staff to undertake Makaton training. Costings to be undertaken.</p>	<p>SENDCo/ Head Finance Director</p>	<p>July 2023</p>	<p>Staff will be allocated and undertaking Makaton training.</p>
		<p>To ensure staff and students have access to up to date apps and websites.</p>	<p>Definitive list of suitable apps to be compiled and staff to be aware of them.</p>	<p>SENDCo to investigate and recommend apps. IT manager to install where necessary</p>	<p>OCT 2023</p>	<p>Apps will be installed on specific device to support the students' needs and used by the students under the direction of staff.</p>
		<p>To ensure all staff are aware of access arrangements and how to support the assessment of these.</p>	<p>Staff training</p>	<p>Student Support Manager</p>	<p>OCT 2023</p>	<p>All staff will be ensuring students are being assessed and have the resources to support access arrangements.</p>
		<p>To ensure all staff have knowledge of Chromebook features that support accessibility.</p>	<p>Staff training to be arranged by SENDCo</p>	<p>SENDCo</p>	<p>OCT 2023</p>	<p>All staff will feel comfortable using the</p>

		Children become more aware of their own learning preferences and access needs	and IT Supervisor. Include access to information in form time. Encourage students to express their access needs and explore learning preferences. Ensure wishes and feeling are taken into account from EHCP review forms and CPOMS logs.	Class teachers	Ongoing	accessibility features and will be supporting students to do so. Children able to articulate their access needs and understand their own learning preferences
To improve the availability of accessible information to parents and carers	A variety of means are used to communicate with parents and carers. <ul style="list-style-type: none"> • Issues are relayed to parents and carers in a timely manner via a phone call or email. • Newsletters are published twice a month. • Text messages are sent to parents/carers as reminders of important information. • Parents/carers are invited to EHCP reviews, PEP reviews, parent's evenings and school events such as Christmas Service, Spring Fayre and Sports Day. 	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	Class teachers All staff Office/ Admin team	Ongoing Every September (new academic year)	All parents receiving information in format that they can access

	<ul style="list-style-type: none"> • Assistance to complete EHCP forms is given where necessary. • SENDCO and Head are available via school telephone, email or mobile phone; contact numbers are published on the newsletters and shared with parents. 		<p>reading age and plain English. Produce newsletter in alternative formats ie print/Braille if applicable.</p>			
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