

Accessibility Plan

Date: March 2023 Review date: March 2026 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. Dag-

Signed:

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Version Control

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

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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 as 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.

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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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERA
Increase	Our school offers an adapted curriculum for all students.	The impact of interventions	Interventions	SENDCo	July 2023	Interventions
access to the	Maths classes are in stages related to ability and students	to be consistently assessed	framework	IT Manager		Framework
curriculum	are assessed regularly and moved accordingly. All students	and monitored throughout	being			included on
for students	at KS2 and KS3 are engaged in the Fresh Start literacy	the school.	developed			Earwig
with a	programme and they are assessed and moved to different		with a view to			
disability	groups as required. When taught in Year groups, materials		including this			
	and strategies are used to suit the individual needs of all		on Earwig. To			
	the students. A crib sheet has been designed that		be trialled as a			
	summarises the provision identified on each student's		spreadsheet			
	EHCP and teachers refer to this when planning lessons.		initially.			
	The curriculum offer is adapted at KS4 to ensure that all					
	students have access to qualifications appropriate to					
	ability, including GCSEs, English AQA Unit Awards, Entry					
	Level Maths, ASDAN certificates in a variety of subjects.					
			Use IT	SENDCo	Ongoing	Raised
	We have an interventions timetable in place which		software to	Headteacher		confidence of
	includes weekly interventions of Fine Motor Skills to		support	School		support staff
	develop the students' abilities to not only write but use IT		learning	Support		and new staff
	resources effectively.			Manager		
	Weekly speech and language interventions are delivered at					
	KS2 and KS3 to help develop the students' receptive and					
	expressive language skills to enable them to access the					
	curriculum and seek support. It also helps with developing					
	social communication skills.					
	Sensory circuits are delivered twice a day and students					
	have access to sensory breaks throughout the day.					
	We use resources tailored to the needs of students who	To embed the use of RNIB	Raise	SENDco	July 2023	Students
	require support to access the curriculum. For example,	online resources for those	awareness of	ICT manager		requiring
	large print for those with visual difficulties or adapted	with visual impairment.	RNIB			access to large
	materials for those with differing abilities.		resources to			print texts can
			all staff and			

Curriculum resources include examples of people with		access to large			access RNIB
disabilities. We have a Diversity lead who has audited and		print books.			site.
highlighted areas for development to ensure curriculum					
resources include reference to all groups with protected	Ensure classroom support	Staff audit to		Ongoing	Raised
characteristics.	staff have specific training	identify			confidence of
Curriculum progress is tracked for all students, including	on disability issues	training needs			support staff
those with a disability. We use Earwig to monitor the		(as need			
progress of all students across all areas of the curriculum.		arises)			
Maths Framework is under review.		Staff access to			
		appropriate			
Targets are set effectively and are appropriate for students		CPD			
with additional needs. These are set termly with students					
and are designed to fit in with EHCP outcomes and PEP	Ensure all staff are aware	Include	SENDCo	When	All staff aware
targets where appropriate.	of disabled students	individual		needed	of individual
The curriculum is reviewed to make sure it meets the	curriculum needs/access	student needs			needs
needs of all students		in all student			
		profiles,			
Curriculum resources include smaller classes, 1:1 support		behaviour			
as required, ensuring lessons are delivered in accessible		support plans			
classrooms. All classrooms are managed in a way to be low		and Medical			
stimulus.		Needs Plans	SENDCo and		
		for disabled	Student		
Zones of Regulation are used throughout the school to		students	Support		
help students regulate and access learning. Students are		(when	Manager		
also assessed termly using the Boxall profile to develop		appropriate).			
their SEMH. Strategies identified from this are		Make			
incorporated into planning so individual students' needs		available to all			
are met. There is a school counsellor who works with		agencies			
identified children with SEMH difficulties.		involved with			
		a child			
An OT is on site one day a week and carries out sensory		Reference to			
assessments ensuring strategies are in place so students		EHCP and			
can access learning, such as ear defenders and equipment		Boxall Crib			

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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. Students have access to tensory 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. Fersure planning takes account of children with disabilities; Establish good planning to include support staff where required Analysis of standards Handysis of standar						
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Image: space s			curriculum			
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progress of children with disability andto staff and Advisory Board				Lead, ICT		SEN is tracked
children with Advisory disability and Board			-	Support		•
disability and Board						
						•
SEN Ongoing						Board
			SEN		Ongoing	

Improve and maintain access to the physical environment	 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. This includes: 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 	Premises condition report and 5 year premises management plan, incorporating any accessibility issues. To find out the access needs of parents & carers through school communication tools Improve signage and external access for visually impaired people	Survey to be sent out Spring 2024 Yellow strips to mark external step edges	Head, SENDCo, SLT, Directors and Advisory Board Caretaker	Spring 2024 On-going, replaced as needed	Parents have full access to all school activities. Visually impaired people feel safe in school grounds

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).					
All off site activities including PE lessons, Swimming					
lessons, College sessions and other trips are assessed and					
adjustments made so all can participate.					
Table raisers are being used for students who require them					
and footstools are used to ensure students can sit in the					
correct positions.					
All fire escape routes are suitable and free of obstructions	Make sure all areas of		Head,	Ongoing	All disabled
An file escape routes are suitable and free of obstructions	school can have wheelchair		Directors,	Ongoing	staff, students
	access where practicable;		Advisory		and visitors
	exits are clear of		board,		able to escape
	obstruction to allow free		Caretaker,		in case of an
	movement of people in		All staff		emergency
	wheelchairs				υ,
		Develop		1.1.1. 2022	All staff aware
All students requiring addition support during evacuation	Ensure all disabled	Develop a system to	Head, SLT, SENDCo,	July 2023	of identified
of the school building have been identified on their	students can be safely	ensure all staff	Student		students and
Behaviour Management Plans.	evacuated	are aware of	Support		potential
		their	Manager,		students and
		responsibilities	and AB.		aware of
		Appendix to			responsibilities
		be written and			
		added to			
		policy; Staff			
		training.			
		Ongoing			
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All students have access to suitable playground equipmen and resources	Ensure outside space and equipment are accessible for all		SLT, Directors	All students have access to suitable playground
The school ensures accessibility of access to IT equipment	Liaise with NCC on information in regard to visually impaired students	As required	SLT, SENDCO, ICT Support	equipment and resources Hardware available to meet the
	Put in alternative equipment to ensure access to all hardware.			needs of all children

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Improve the	Our school uses a range of communication methods to	To introduce basic	Identified staff	SENDCo/	July 2023	Staff will be
delivery of	ensure information is accessible.	Makaton training and to	to undertake	Head		allocated and
information	This includes:	ensure that staff are using	Makaton	Finance		undertaking
to students	 Internal signage 	the same signs throughout	training.	Director		Makaton
with a	• Large print resources	the school.	Costings to be			training.
disability	 Adapted resources specific to disability 		undertaken.			
	• Electronic aids					
	 Pictorial or symbolic representations 					
	• Access arrangements in place for students taking exams	To ensure staff and	Definitive list	SENDCo to	OCT 2023	Apps will be
	 Staff training log kept and maintained by Student 	students have access to up	of suitable	investigate		installed on
	Support Manager	to date apps and websites.	apps to be	and		specific devise
			compiled and	recommend		to support the
			staff to be	apps.		students'
			aware of	IT manager		needs and
			them.	to install		used by the
				where		students
				necessary		under the
						direction of
						staff.
		To ensure all staff are	Staff training	Student	OCT 2023	All staff will be
		aware of access		Support		ensuring
		arrangements and how to		Manager		students are
		support the assessment of				being assessed
		these.				and have the
						resources to
						support access
						arrangements.
		To ensure all staff have				
		knowledge of Chromebook	Staff training	SENDCo	OCT 2023	All staff will feel
		features that support	to be arranged		001 2023	comfortable
		accessibility.	by SENDCo			using the
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			and IT Supervisor.			accessibility features and will be supporting students to do so.
		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. Ensure wishes and feeling are taken into account from EHCP review forms and CPOMS logs.	Class teachers	Ongoing	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. 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 Septem- ber (new academic year)	All parents receiving information in format that they can access
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Assistance to complete EHCP forms is given where	reading age
necessary.	and plain
• SENDCO and Head are available via school telephone,	English.
email or mobile phone; contact numbers are published	Produce
on the newsletters and shared with parents.	newsletter in
	alternative
	formats ie
	print/Braille if
	applicable.

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