



Accessibility Plan

Date: September 2025

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Approved by Advisory Board: October 2025

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

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Signed:

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
New	September 2025		

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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 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 professionals, 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 annually 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 CRITERIA
Increase access to the curriculum for students with a disability	Our school offers an adapted curriculum for all pupils. Maths classes are streamed to ability and students are assessed regularly and moved accordingly. All students at KS2 and KS3 are engaged in the Fresh Start literacy programme and they are assessed and moved to different groups as required. When taught in Year groups, materials and strategies are used to suit the individual needs of all the students. When students move from this phonic intervention, they move into reading groups where they read books together and engage in the Reading Plus assistive technology programme to build comprehension and stamina. Reading Plus is also used in KS4 for all students. KS3 Students are taught writing in vertical groups once a week to develop skills at beginner, intermediate and advanced levels. A Whole School Data and Interventions Spreadsheet has been designed that summarises the provision identified on each student's EHCP and teachers refer to this when planning lessons. It also includes data such as reading scores and OT/SaLT/ Dyslexia and Dyscalculia strategies needed by each individual student. 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. We have an interventions timetable in place which includes weekly interventions of Fine Motor Skills to develop the students' abilities to not only write but use IT resources effectively. 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. All students are screened for dyslexia and dyscalculia traits and bespoke kits put in place for those who need them.	To increase literacy levels for all students to enable access to the curriculum. To embed the use of RNIB online resources for those with visual impairment. To ensure all students with a SpLD have access to the curriculum. To ensure all students have the opportunity to succeed and build on their strengths.	Raise awareness of RNIB resources to all staff and access to large print books.	SENDCos Library Lead under direction of SENDCo Neuro-diversity Lead under direction of SENDCo	Ongoing	Students requiring access to large print texts can access RNIB site.

	We use resources tailored to the needs of pupils who require support to access the curriculum. For example, large print for those with visual difficulties or adapted materials for those with differing abilities. Reader pens are available for those who are assessed as needing them. 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. Curriculum progress is tracked for all pupils, including those with a disability. We use Arbor to monitor the progress of all students across all areas of the curriculum. Maths is taught in groups that are streamed according to ability and the White Rose Schemes are used. Targets are set effectively and are appropriate for pupils with additional needs. These are set termly with students and are designed to fit in with EHCP outcomes and PEP targets where appropriate. The curriculum is reviewed to make sure it meets the needs of all pupils 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. Zones of Regulation are used throughout the school to help students regulate and access learning. Students are also assessed termly using the Interventions Assessment framework on Arbor 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. We also have an ELSA trained Wellbeing mentor who works with identified students to build confidence, self-esteem and emotional resilience.					
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	An OT is on site one day per fortnight and carries out sensory assessments ensuring strategies are in place so students can access learning, such as ear defenders and equipment 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 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. All students are screened for receptive language difficulties and if difficulties are identified and assessment will be carried out by our Speech and Language Therapist. If further support is needed this will be carried out by the SaLT with school staff supporting.					
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AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of students, staff and visitors 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 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. STEP (Space, Task, Equipment and Person SEN PE best practise guidelines are applied at All Saints) and PE venues are considered based on inclusive needs (e.g. lift available to the gym when we use this for fitness lessons) Table raisers are being used for students who require them and footstools are used to ensure students can sit in the correct positions. All students requiring additional support during evacuation of the school building have been identified on their Positive Behaviour Management Plans.	Premises condition report and 5 year premises management plan, incorporating any accessibility issues.				

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● 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 Staff are aware of access arrangements and how to support the assessment of these. Staff have knowledge of Chromebook features that support accessibility. All lesson resources are printed on off white paper to ensure students with dyslexia are able to access. Social Stories, social scripts and comic strip conversations are used to support important messages and information for our students.	To ensure staff and students have access to up to date apps and websites.	Definitive list of suitable apps to be compiled and staff to be aware of them.	Neurodiversity Lead to investigate and recommend apps. IT manager to install where necessary SENDCo	Ongoing	Apps will be installed on specific devices to support the students' needs and will be used by the students under the direction of staff.

PHYSICAL ENVIRONMENT

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 and these are identified on the Positive Behaviour Management Plans and the Whole School Data and Interventions Spreadsheet.	SLT are aware of any staffing requirements (including all staff & visitors who regularly visit the site) around accessibility and will make reasonable adjustments	Ongoing Ongoing	SENDCo Class Teachers Headteacher, Advisory Board	All staff and Advisory board members feel confident their needs are being met. Parents have full access to all school activities.	
Improve signage and external access for visually impaired people	Yellow strips to mark external step edges	Ongoing-replacement as needed	Caretaker	Visually impaired people feel safe in school grounds	
Ensure all disabled students can be safely evacuated	All students requiring additional support during evacuation will be identified on their behaviour management plans. Develop a system to ensure all staff are aware of their	As required	SLT, SENDCo	All disabled students and staff are safe in the event of a fire or emergency	

	responsibilities. Appendix added to Evacuation policy.				
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	

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 students curriculum needs/access	Include individual student needs, Whole School data and Interventions Spreadsheet, Positive Behaviour support plans and Medical Needs Plans for disabled students (when appropriate). Make available to all agencies involved with a child Reference to Whole School data and Interventions Spreadsheet in lesson planning	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, Diversity lead	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 Update Whole School Data and Interventions Spreadsheet and Positive behaviour management Plans sheet to assist teachers in planning lessons and resources	Ongoing	Headteacher, SLT, SENDCo, PSHE Lead, class teachers, Diversity lead	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 i.e. print/Braille if applicable. Offer meetings in a variety of formats: in person, virtual or telephone. Multiple strategies to disseminate information such as X (formerly Twitter), newsletters, text messages, letters home, phone calls, in person meetings, parent's evenings, school events such as parent cafes and Summer Fayres etc.	Ongoing Every September (new academic year)	Class teachers All staff Office/Admin team	All parents receiving 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. Ensure wishes and feeling are taken into account from EHCP review forms and CPOMS logs. Students are involved in developing their Positive behaviour Management Plans and targets.	Ongoing	Class teachers	Children able to articulate their access needs and understand their own learning preferences	
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