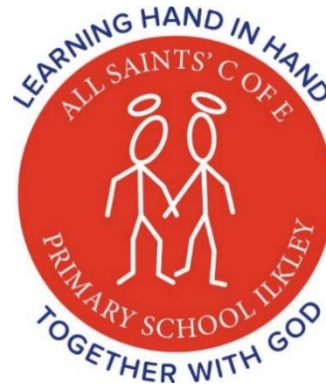




# All Saints' CE Primary School



## Vision

Learning hand in hand together with God.

## Values

Hopeful school through honesty, forgiveness and trust  
Achieving school through resilience, respect and ambition  
Nurturing school through care, compassion and friendships  
Developing school through wisdom, faith and fun  
Sharing school through kindness, celebration and love

# Accessibility Plan

**Written: October 2021**

**Reviewed on behalf of FGB by: Katie Dawson**

**Ratification date: October 21<sup>st</sup> 2021**

**Ratified by: Full Governing Board**

**Review date: October 2022**



## Vision: Learning Hand in Hand Together with God

### All Saints' CE Primary School Accessibility Plan 2021 - 24

#### Aims of the Accessibility Plan

This plan outlines how All Saints' aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the local authority must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace
- Undertake an annual accessibility audit
- Access audit carried out by the governing board and SENCO every year

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents and carers
- The headteacher and other relevant members of staff
- Governors
- External partners

**This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment\***

Vision: Learning Hand in Hand Together with God



Key Area	Key Documents To Support Implementation of the Accessibility Plan
Increase the extent to which pupils with disabilities can participate in the curriculum	<p>(SDP)-School Development Plan; (SS) Staffing Structure; (MSP) My Support Plans; (EHCP) Education Health Care Plan; (CPD) Continual Professional Development; (SENDCo) Special Educational Needs Co-ordinator; Governor Development Plan (GDP)</p> <ul style="list-style-type: none"> <li>• Continue to develop the concrete methods of target setting/assessment/moderation &amp; feedback for greater reliability and challenge for every child (SDP)</li> <li>• Planning to incorporate all reasonable adjustments necessary to meet pupils’ needs (MSP and EHCPs)</li> <li>• Continue to timetable staffing effectively to support particular needs (SS)</li> <li>• SENDCo continue to liaise effectively with support services to enhance learning opportunities (MSP and EHCPs)</li> <li>• Continue to develop appropriate differentiation/interventions/support</li> </ul>
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	<ul style="list-style-type: none"> <li>• Maintain the soundfield throughout school for clear audible communication</li> <li>• Ensure that all new school expansion work (when completed*) complies with relevant accessibility legislation</li> <li>• The whole school site is accessible to all, eg wildlife, adventure play area, MUGA, every school entrance</li> <li>• Access lift and evac chair on regular SLA (Service Level Agreement) maintenance</li> <li>• Continue to make provision in school for quiet learning areas (SDP)</li> <li>• Establish wellbeing area to support the needs of pupils (SDP)*</li> <li>• Continue to liaise closely with Foundation Stage settings for clear info of incoming children’s needs (FS Co-ordinator)</li> <li>• Liaise closely with appropriate external services when need arises for support (SENDCo)</li> </ul>
Improve the availability of accessible information to pupils with disabilities	<ul style="list-style-type: none"> <li>• Enlarged print of information available for both parents and pupils</li> <li>• Continue to develop accessible information about school and learning through the website</li> <li>• Continue to develop methods of informing stakeholders about school, (e.g. Parentpay, emails and social media)</li> <li>• Liaise with appropriate services about adjustments in communication methods when need arises (CPD)</li> <li>• Ensure that methods to collect the views of parents and pupils are in place (GDP)</li> </ul>

**Monitor, evaluation and review:** Each priority is identified in brackets and the relevant staff/children/governors are responsible to feedback on progress.

\* Significant ongoing refurbishment commenced 2019 and currently due for completion early 2022 (as at 8.10.21)