


All Saints' Church of England Primary School



Accessibility Plan

Date approved by FGB	Mar 25
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Signed by COG	

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All Saints' School Vision

In our distinctively Christian school, our children and staff feel safe and supported. We encourage **everyone** to become caring, resilient and reflective learners to prepare for an ever-changing world.

Never give up on people. Never stop trusting. Never lose hope and never quit.

Inspired by 1 Corinthians 13:7

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 pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Equality

At All Saints' C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At All Saints' C of E Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Inclusion

All Saints' Primary School is fully committed to being an inclusive school community through the provision of appropriate resources, and through planning and teaching that addresses the varied needs of all our pupils. We recognise that this commitment reflects international human rights standards as expressed in the UN Convention on the Rights of the Child and a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships, in line with the Equality Act 2010.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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

3. Action plan

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

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> • Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school used for meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	As required	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Check flashing beacons that signal fire alarm activation regularly 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Ensure that individuals with a disability can be safely evacuated from the school	<ul style="list-style-type: none"> • Ensure staff are aware of need to keep fire exits clear • Conduct regular Fire Risk Assessments to ensure that fire exits are clearly accessible and meet the needs of individuals with a disability. • Evacuation procedures are outlined on pupils' PEEPS (Personal Emergency Evacuation Plans) and reviewed at every One Plan meeting to ensure that staff and pupils are aware of their responsibility during an 	Daily	<ul style="list-style-type: none"> • All children and staff who support them are able to leave the building during an emergency evacuation safely.

	evacuation of the school building		
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	On-going	<ul style="list-style-type: none"> There is a place for disabled members of staff and visitors to park throughout the school day.
Ensure that children with disabilities and SEN have access to educational visits and extra-curricular activities	<ul style="list-style-type: none"> All off site visits are assessed to ensure that they are accessible for all pupils prior to booking. Health Care Plans are in place that show special requirements for pupils during off site visits. Meetings are held with the pupil and parents before any visits to discuss the pupil's needs to ensure that they can take part in the visit/activity fully. Individual risk assessments are completed for pupils and attached to the Essex EVOLVE risk assessment used by the school. 	On-going	<ul style="list-style-type: none"> All children with disabilities and SEN are able to attend any educational visits or extra-curricular activities provided by the school.
Ensure the curriculum is tailored to the specific need of any pupil with disability or EWB and MH issue and Young Carers	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils. Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. 	Annually	<ul style="list-style-type: none"> All pupils have increased access to the curriculum and are able to excel and the needs of all pupils are met. Personalised curriculum to be in place for any pupil with disability or suffering with an EWB or mental health difficulty and for young carers.
Teachers and non-teaching staff have necessary training to teach and support pupils	<ul style="list-style-type: none"> Identify training needs at regular meetings and organise training 	On-going	<ul style="list-style-type: none"> Raised confidence of staff Staff are trained and are able to successfully support the children who they are working with. This will have a

			<p>positive impact on pupils' learning.</p> <ul style="list-style-type: none"> • Governors aware of the needs of our disabled pupils
Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"> • Make sure the corridor leading up to the hall is clear of obstructions 	On-going	<ul style="list-style-type: none"> • Disabled children can get to the hall from the classrooms
Develop sensory areas around the school which can be used daily by pupils for sensory breaks throughout the day	<ul style="list-style-type: none"> • The existing room used for sensory breaks will be further developed to include a variety of resources that can be used during sensory breaks. • Develop the outdoor area so there is a space for sensory breaks outside. 	On-going	<ul style="list-style-type: none"> • Children with sensory needs will have their needs met while they are at school.
To ensure that all parents are able to access information provided by the school	<ul style="list-style-type: none"> • The school will convert written information into alternative formats as required e.g. large print, different language, seeking support from relevant services as required. 	On-going	<ul style="list-style-type: none"> • All parents are able to read and understand any information sent home by the school. • Forms sent home are correctly completed
Raise awareness of disabilities and equality through our curriculum including EWB and MH difficulties and young carers	<ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities. This is promoted through • Assemblies • Visitors into the school • PSHE lessons • Celebrating difference 	On-going	<ul style="list-style-type: none"> • Whole school awareness of disability and EWB and MH and Young Carers and linked issues to be increased

4. Monitoring arrangements

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

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy

- Health and safety policy

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

- Special educational needs (SEN) information report

- Supporting pupils with medical conditions policy