



All Saints C.E Primary School



Accessibility Plan

2022-25

Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.

This plan will be reviewed formally every three years by the Governing Body but will be monitored and updated regularly by the Head teacher and the SENDCO.

The Accessibility Plan will be published on the schools website.

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: _____

Date: _____

Review Date: September 2025

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1. The Accessibility Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND Code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement / EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary. Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

An Accessibility Audit has been undertaken to inform this Plan and will be completed prior to the end of each period to support the development of a new Plan for the ongoing period.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equal Opportunities Policy
- Behaviour Management Policy
- Health & Safety Policy
- SEND Policy
- Teaching and Learning Policy
- Asset Management Plan
- School Improvement Plan
- Critical Incident Plan

2. The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measureable. (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND Code of Practice 2014)

3. Definition of SEND

- a) 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'
- b) A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:
 - 'has significantly greater difficulty in learning than the majority of others of the same age or
 - has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND Code of Practice 2014)
- c) 'Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND Code of Practice 2014)

4. Aims and Objectives

Our aims are:

- To increase access to the curriculum of pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils

5. Current Position

- Our School is based at ground level for all classrooms therefore there is good access all rooms including EYFS
- The school has a disabled toilet, with shower, in the main reception area
- The Pastoral Lead alongside all staff supports a range of vulnerable pupils and their families
- Regular training is provided for SEND, diabetes, anaphylaxis, managing medical needs and there are a high number of trained first aiders
- We gather information regarding any disability or health condition in early communications with families of, and agencies involved with, new admissions to the school
- Our school is accessible by ramps only
- We have two car parks, with one disabled space
- One car park is at a higher level but accessed via ramp and the is set at school ground level
- We have a high number of technology aids such as iPad's and Chromebooks which are always available

6. Access Audit

The school is a single storey building with open-plan classrooms and wide corridors. It has several access points from outside: main entrance, assembly hall entrance, playground entrances.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are flat and have wide doors to accommodate wheelchair users. The main entrance features a secure lobby and has been fitted with a low reception counter. Disabled toilet facilities are available in the Nursery classroom and off the main entrance lobby, and fitted with hand rails and emergency pull cords.

Fire exits are clearly marked and escape routes accessible to all.

7. Management, Coordination & Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership team will work closely with the LA and Diocese.

8. Action Plan

Priority 1: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Target	Action/ Strategy	Timescale	Responsibility	Success Criteria
SHORT TERM	Children with short term inabilities are able to take part in PE lessons	Staff to take part in PE training – Active Play training to look at different ways of including others	Spring 2023	All PE lead	Use of ICT equipment to involve them in PE lessons. (e.g. use of an iPad to take photos that can be edited and text added)
MEDIUM TERM	To ensure that all staff are trained to support pupils with ASC and communication difficulties are fully supported by knowledgeable staff team	Staff to attend updated training on ASC with support from Stockport Inclusion Team and the Autism team Bank of resources to be available so staff can freely access them as needed to aid in the support of pupils with ASC	Summer 2023	SENDCo InclusionTeam	Staff become more confident in supporting pupils appropriately with ASC Children are included in activities and prepared for learning Improve outcomes for pupils with ASC diagnosis
	Children with SEND have equal opportunities for accessing learning within the Foundation Stage Staff have a good understanding relevant conditions and how they can impact on learning Where necessary children with SEND will have a personal	Staff access training through the Stockport Inclusion Service and other training – especially on communication and visual strategies (Update WELLCOMM training with EYFS staff) Inclusion Team to develop personal provision maps for children who require this and share with all staff Staff to be offered sessions with Inclusion Team to support on implementation of provisional needs	Summer 2023	Teachers SENDCo Inclusion Team	Staff will use strategies that they have learned Mobility aids and appropriate seating will be provided as needed Children with SEND will have clear provision maps and SEN support plans and the learning activities planned for them will enable

	Target	Action/ Strategy	Timescale	Responsibility	Success Criteria
	provision map for the week identifying what the class are doing and what they will be doing				them to make good progress.
LONG TERM	Any new ICT equipment is purchased with a view to accessibility options	Liaison with Computeam (ICT consultants) regarding any new purchases Software needs: Crick clicker 8- Writing programme to assess progress Audiobook app- access to reading devices through listening techniques Speech to text to be easily accessible on all devices	Summer 2024	HT SENDCo	All children will have access to appropriate ICT equipment to support learning

Priority 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of learning.

	Target	Strategy	Timescale	Responsibilities	Success Criteria
SHORT TERM	Children with disabilities are accommodated in the school environment and provision is made for short term mobility issues Risk assessments for short term issues (e.g. a child with a broken leg would have an identified buddy and a dedicated member of staff)	Rooms may be reallocated Risk assessment proforma to be developed and shared with staff on how to complete and how to use this	Summer 2024	HT SENDCo Class Teachers All staff	Children with short term disabilities are able to attend school and access all areas of learning

	Target	Strategy	Timescale	Responsibilities	Success Criteria
	To ensure all exits and entrances are disability friendly	Monitor all exits and entrances are clear for immediate use of any visitor with a physical disability including fire exits	With immediate effect and on-going with constant review	Teaching and non-teaching staff Overseen formally by Site Manager yearly	Needs are met where possible
MEDIUM TERM	To ensure disabled features are clearly marked for purpose and useable i.e. toilets, parking spaces Regularly check the disabled parking is left clear Monitor the space ratio (roughly 5% of spaces)	Regularly monitor the ease of use for all disabled features Staff to report any misuse of disabled space and use cones to corner off for ease of access	With immediate effect and on-going with constant review	Site manager and whole school team	Any visitor who may access the school, can safely and will ease.
	Identify/provide a suitable area for children with medical needs to be attended to with some privacy	To locate and agree upon an appropriate space for children to go when they are being treated for medical needs	Summer 2023	HT SLT	Children will have an area where they can be treated in privacy
	To develop the nurture provision around school	Develop Computing suite into a Nurture room Use experienced staff to begin Nurture provision Identify and train existing staff on Nurture provision	Summer 2023	HT Inclusion Team SENCo Teachers and support staff	Children with identified needs will be able to attend Nurture sessions to aid in their understanding of themselves and improvement in their SEMH needs
LONG	Risk assessments in place for children with more permanent	Risk assessment proforma to be available and introduced to staff	Autumn 2024	HT SENCO	All children will have access to

	Target	Strategy	Timescale	Responsibilities	Success Criteria
	mobility issues that can be adapted as and when required	to ensure consistency			<p>learning and class activities</p> <p>Completed with parents and relevant professionals</p> <p>Specialist equipment to be provided (chairs etc.)</p>



Priority 3: To improve the delivery of information to SEND pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To adapt parent-teacher meetings to allow time for a longer conversation about SEND needs and next steps	For staff to use extra allocated and organised time to discuss school and home needs for SEND children- to be arranged during school and after school as needed	Spring 2023	SEND SLT Staff	Parents and staff will have a more rounded view of the child's SEND needs
MEDIUM TERM	To use a system other than paper to improve communication throughout school	Develop staff understanding and use of online systems to increase appropriate communication and information during staff meeting sin introduction of new communication systems- focusing on use of online systems	Autumn 2023	SEND HT SLT Staff	Parents and staff will have an increased relationship with SEND improving communication Parent survey to take place focusing on communication from school