



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 measurable. (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	Strategy	Timescale	Responsibility	Success Criteria
SHORT TERM	Children with short term physical disabilities are able to take part in PE lessons.	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)	Ongoing	All	All children will be and feel included during PE lessons
MEDIUM TERM	To ensure that all staff are trained to support pupils with ASC and communication difficulties.	Staff to attend updated training on ASC with support from Stockport Inclusion Team and the ASD team.	Ongoing	SENDCo	Staff become more confident. Children are included in activities and prepared for learning.
	Children with SEND have equal opportunities for accessing learning within the Foundation Stage. Where necessary children with SEND will have a personal provision map for the week identifying what the class are doing and what they will be doing.	Staff have a good understanding relevant conditions and how they can impact on learning. Staff access training through the Stockport Inclusion Service and other training – especially on communication and visual strategies. Mobility aids and appropriate seating will be provided as needed.	On going	Teachers SENDCo	Staff will use strategies that they have learned. Children with SEND will have clear provision maps and SEN support plans and the learning activities planned for them will enable 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	Ongoing	HT SENDCo	All children will have access to 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 satisfactorily 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	Ongoing	HT SENDCo Class Teacher All staff	Children with short term disabilities are able to attend school and access all areas of learning.
	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	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.	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.	Use of Business managers office, Pastoral leads office or Headteacher's office as and when needed and available.	Ongoing.	All	Children will have an area where they can be treated in privacy.
LONG TERM	Risk assessments in place for children with more permanent mobility issues that can be adapted as and when required.	Completed with parents and relevant professionals. Specialist equipment to be provided (chairs etc.)	Ongoing	HT SENCO	All children will have access to learning and class activities

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 be given extra allocated and organised time to discuss school and home needs	Ongoing	SENDCO 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	Develop staff understanding and use of online systems to increase appropriate communication and information.	Ongoing	SENDCO HT SLT Staff	Parents and staff will have an increased relationship with SEND improving communication.