

All Saints CE Primary Accessibility 2021-24

At All Saints CE Primary School every individual within our school is special and matters to us all.

Our school aims are as follows:

Standards: To enable pupils to achieve the highest possible standards and to make good progress in relation to their prior attainment in subjects of the National Curriculum and Religious Education.

Quality: To provide teaching of the highest quality so that all pupils' learning needs are met, matching their potential within a relevant and enjoyable curriculum.

Ethos: To foster positive aspirations in learning through developing pupils' spiritual, moral, social and cultural understanding: to adopt healthy lifestyles and safe practices: and to achieve relationships of the highest quality.

Efficiency: To plan realistically and use the school's resources efficiently to ensure good value for money from the available funds.

Community: To have an open atmosphere in which parents and the community are involved in the achievements of the school's aims and to make a positive contribution to the community.

Our school is committed to 'providing a safe, welcoming, stimulating and challenging environment, where all children develop a love of learning and strive to reach their full potential within a Christian, caring community, where individuals are respected and valued' and our accessibility plan will outline how we can all work together to promote disability equality for all disabled pupils, staff, parents and other users of our school.

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.

In line with current legislation our SEN Information Report defines our school offer regarding special needs and disability. This is available on our website www.allsaintsranton.co.uk and contains a link to the Staffordshire Marketplace where information about the LEA offer regarding special educational needs and disability can be found at www.themarketplace@staffordshire.gov.uk

The Disability Equality Duty

The duty requires our school when carrying out its functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

What do we mean by disability?

The Disability and Discrimination Act states that, 'A person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.

' Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school and to ensure that we fulfil our legal requirements and remove barriers to inclusion for all pupils and staff with disabilities.

Areas of planning responsibility

The aims of the plan are as follows:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1. To increase the extent to which disabled pupils can participate in the school curriculum.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
|--|--|--|-----------------------------|--|
| To increase access to the curriculum for pupils with a disability or a particular need. | A differentiated curriculum, which meets the needs of all pupils. Resources used are tailored to meet the needs of pupils who require support to access the curriculum. Progress is tracked for all pupils, including those with particular needs. | Throughout 2022 year. | SENCO All teaching staff | All pupils will make good progress across the curriculum. |
| Continue training for teachers and support staff on different aspects of SEN to develop informed differentiation of the curriculum. | Ongoing support to staff for specific interventions, with a particular focus on reading and writing. | Throughout 2020/21 academic year | SENCO All teaching staff | Positive impact on children's academic achievement. |
| Ensure changes to SEND following the Code of Practice 2014 are known to all staff. | SEN Information report to be updated and on website. | Autumn 2021 | SENCO | Staff practice is informed and reflects current legislation. |
| Classrooms are optimally organised and all appropriate equipment is provided to promote the participation and independence of all pupils and adults alike. | All staff follow school classroom organisation. However, if needed review and implement a preferred layout of furniture and specialist equipment to support the learning process. Adaptations to be made to fulfil any individual requirements of Care Plans and additional support plans. | Reviewed annually or on change of Care plan/ASP. | SENCO All staff | All pupils will be accommodated regarding specific equipment ensuring engagement and participation in lessons. |
| Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required. | Yr 6/ Yr 2 staff & SENCO will ensure appropriate testing and reports are provided to support applications for access arrangements. | Annually. | Yr 6 staff Yr 2 staff SENCO | All pupils will have their needs met concerning access arrangements and full participation will be achieved. |

2. Improving Access to the Physical Environment of the School.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
|--|---|--|---|--|
| The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors. | <p>Create access plans for individual disabled pupils when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate through additional awareness comment in the school handbook, prospectus.</p> <p>Consider access needs during recruitment process.</p> | <p>As required</p> <p>New Parents Evenings/ Mornings/ concerts/ celebrations/ fund raising.</p> <p>Annually/ ongoing</p> <p>Recruitment process/ ongoing</p> | <p>SENCO</p> <p>All staff</p> <p>Headteacher</p> <p>Headteacher</p> | <p>Access plans enhance the provision and inclusion of disabled pupils.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Parents have full access to all school activities and feel that their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p> |
| All fire escape routes are suitable for all. | Risk assessment of existing fire escapes for wheelchair/ disability access. Apply any changes from the audit / risk assessment. | Annually ongoing | Headteacher Health & Safety governor and advisor. | All disabled pupils, staff and visitors are able to have safe independent exit from the building. |

3. Improving the delivery of written Information to disabled pupils.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
|--|--|------------------------|-------------------------|---|
| Review information to parents / carers to ensure that it is accessible. | Provide information and letters in clear print in 'simple' English. | Ongoing | All staff/ office staff | Information is received in a form that is accessible to all. Parents are supported in their accessibility needs. |
| | School office will support and help parents to access information and complete school forms. | Ongoing | School office | |
| | Review School prospectus | Ongoing | Lead for website | Information on the website is accessed by all stakeholders. |
| | Ensure the website and all documents accessible via the website can be accessed easily and by the visually impaired. | Ongoing | | |
| Ensure all staff are aware of pupil's special educational needs and produce written information in appropriate formats to meet the needs of those individuals. | Dyslexia friendly print script on classroom signage and classroom worksheets where possible in line with school policy. | Ongoing | All staff | Pupils access written information. |
| | Adaptation of backgrounds and/or lettering colour on IWB and reading materials. Adaptation of written materials for visually impaired pupils. (use of overlays, larger font size etc) | Ongoing | All staff | |
| To develop the signs around the school in languages other than English, in order to reflect the ethnic diversity of modern Britain. | Welcome signs to be multilingual in Reception area. | Updated when necessary | All staff | School signs are in more than one language. |
| Provide support for parents and pupils who have difficulties in accessing printed information due to visual impairment, or hearing problems. | Advice sought and applied from VI and HI Support Services. | Ongoing | SENCO | All groups have accessibility to written information. |

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

- Behaviour Policy
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan