# All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

## ACCESSIBILITY PLAN

## Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of this plan is to provide responsive and accessible services for all stakeholders with disabilities at All Saints Church of England Primary School, promoting equality and challenging discrimination.

We value all people and the diversity that they bring to the School. The purpose of this plan is to lay out our commitment to promoting disability equality in terms of recruitment, facilities, accessibility, attitudes, behaviour, access to learning and social life.

We will strive to champion equality for people with disabilities and aim to lead in the following ways:

- Providing responsive and accessible services for all employees, parents and learners;
- Promoting equality of opportunity between disabled people and other people;
- Promoting inclusion for disabled people through all school policies;
- Taking account of people's disabilities, even where that involves treating some people more favourably than others;
- Challenging and eliminating all forms of discrimination and disability related harassment;
- Encouraging participation by people with disabilities in public life;
- Promoting positive attitudes towards people with disabilities.

**Key Objective of the Accessibility Plan For current and prospective individuals with a disability:**

- To reduce and eliminate barriers to curriculum access
- To enable full participation in the school community, both in the physical environment and in the accessible information available to children and stakeholders with disabilities

**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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo and headteacher.

## Links with Other Policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

**ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL**

*'Playing our part in God's plan as we journey together to achieve the best for ourselves and others.'*

# ACCESSIBILITY PLAN 2025-2028

**Aims of Our Accessibility Plan:**

This plan outlines how All Saints Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if 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.

| Accessibility objective | Action | Desired Outcome/impact | Timescale |
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| **Curriculum Provision**<br>To continue to provide access to learning throughout the school day. removing barriers to progress and school opportunities | • Key information is shared from pre-school/nursery/previous school<br>• Meeting with parents to information share<br>• School to work with Specialist Advisory Team/outside agencies where needed to support entry.<br>• Information sharing with staff as appropriate to share needs of individuals and up-to-date plans<br>• Ongoing training and support as needed to support child's needs<br>• Resources, provision and outcomes considered on planning | Children can access their learning with appropriate resources, adaptions and scaffolds.<br><br>Alll pupils have equal access to a broad and balanced curriculum.<br><br>Children are supported emotionally and are able to make progress.<br><br>Children's medical needs do not hinder access to curriculum and progress made | Ongoing/as needed |

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| | • Work alongside Specialist teacher advisors and ensure appropriate furniture is available (e.g. high/low chair) when needed<br>• Termly targets reviewed, updated and shared with parents and child<br>• SENCO to oversee 'SMART' targets<br>• Teachers and LSAs supported in setting and delivering targets<br>• ELSA/Wellbeing targeted support and MHST engagement where needed<br>• Medical training and updates for staff (e.g. Diabetes, Epilepsy, if needed)<br>• Medical Plans shared and updated as needed<br>• Children are supported to catch up if missed learning due to essential medical appointments/procedures<br>• Pupil voice is taken into consideration – pupil conferencing, adaptions made in conjunctions with child's view where age appropriate<br>• Access to visits off site: Risk assessments in place for visits, venues chosen for accessibility where needed; transportation suitable to needs; staff ratios to support child's needs | | |
| **Review September 2026** | • We work closely with parents and outside agencies to provide the correct adaption and provision for children<br>• Staff have had refresher training re: Ordinarily Available Provision and the graduated approach to children<br>• Medical training was undertaken in 2025-2026 to support children with diabetes and epilepsy; children were supported on residential with medical needs and extra staffing put in place to enable this support<br>• Medical plans in place and regularly reviewed and shared as needed | | |
| **Access to the Environment**<br>To continue to maintain a safe and | • Make reasonable changes to the physical environment or to the timetable to meet the needs of individual children/visitors on a needs basis e.g. seating arrangements | The School is safe and accessible for all<br><br>Appropriate furniture and equipment aids the accessible use of the building | Ongoing/as needed |

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| accessible environment for all stakeholders | • Continue to maintain the culture of an accessible school for all with staff and children – safety messages: walking at all times in building/corridors and keeping corridors and cloakrooms clear – access at all times<br>• Work with Specialist Teacher Advisors to have correct resources needed e.g. High/low chairs and tables; appropriate toilet step/seat etc.<br>• PEEP and plans (children and adults who need them) shared with staff | Pupils/visitors are safe | |
| **Review September 2026** | • Safety messages and clear walkways remain a priority<br>• PEEP in place and shared for children (no adults currently need one)<br>• Seating arrangements for children with hearing/sight requirements in place | | |
| **Access to Information**<br><br>Information for pupils and visitors is accessible and appropriate to need<br><br>Continue to actively promote positive images of disability and in tackling prejudice | • Larger font/paper copy available on request<br>• School policies reflect Equality and Accessibility rights of all<br>• Adapt classroom practice and information for visitors to ensure accessibility e.g. size of font, 1:1 communication, modified text etc.<br>• Large print and audio formats etc. as required.<br>• Monitor uptake of documents in alternative formats<br>• Review accessibility of newsletter and letters for parents<br>• Homework information available as information sheets in alternative formats as appropriate<br>• Books, visitors, resources available in school<br>• Behaviour Policy links, school values and ethos, PHSE curriculum | All feel supported within school and able to access learning /information<br><br>Promote a fully inclusive school community and one where any disability related harassment is not tolerated | Ongoing/as needed |
| **Review September 2026** | 1:1 communication and adapted visuals in place for individuals<br>No requests for large print or audio formats but this is monitored | | |

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| | Newsletter kept short and in small ‘sections’ with headers |

- The Head teacher and the Special Educational Needs Co-Coordinator will be responsible for the plan’s day to day implementation
- The Governors Body will be responsible for the strategic direction of the School’s Accessibility Plan in conjunction with the Headteacher and SENDCo
- This policy will be reviewed every 3 years. Progress of the Plan’s Priorities will be reported to the Full Governing Body at least once per year

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| **Policy/Plan agreed:** | September 2025 |
| **To be reviewed:** | September 2028 |