

ALL SAINTS' C.E.



FIRST SCHOOL

All Saints' C of E First School Accessibility Plan

Date policy last reviewed: October 2021

To be reviewed by: October 2024

Aims of the Accessibility Plan

This plan outlines how All Saints' First School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Embed consistent SEN practices across the school	Self -evaluation processes used to inform development	Headteacher, SENDCO	Summer 2022	Staff confidence and knowledge of Code of Practice/SEND principles is higher	Summer 2022
	Embed consistent SEN practices across the school	Whole school SEND priorities using 'Nutshell' materials developed	SENDCO	Summer 2022	Whole school practices/in conjunction with Staffordshire used for Self -review and development of SEND	Summer 2022
Medium term	Embed consistent SEN practices across the school	Consistent process of APDR (and Staffordshire SEND practices) in place	Teachers, SENDCO	Summer 2022	Graduated Response used throughout school by all staff Personal Plans and C4C are consistent	Autumn 2022
Long term	Continue to improve mental health provision and practices within school community	LM complete National Senior mental health lead training (Grant permitting) Cascade training and development of material to support mental health To support staff in providing appropriate support for children with mental health needs.	Teachers, SENDCO	Summer 2022 Cascade Autumn2022/Spring 2023	Staff and SENDCo knowledge of mental health support higher	Autumn 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	ICT equipment is difficult to access for children with visual/hearing difficulties	Replacement of Interactive Whiteboards in all remaining classrooms (Nursery, St C, St M). Relocation of projectors to ICT area.	Headteacher	Spring Term 2022	All children have access to clear visual whole class teaching ActivPanels	Summer 2022
Medium term	Learning environment of pupils with SEN cluttered and lack of organisation	Classroom furniture refurbishments Replacement of old and/ damaged furniture within each classroom. (Nursery, St G, St D, St A, St M)	Headteacher	Summer 2023	Classroom environments are designed well and are well organised to enable children to focus on learning.	Autumn 2023
	School building difficult for children with physical difficulties to in the event of a fire.	Refurbishment of fire doors, fire safety apparatus etc	Headteacher	Summer 2023	Premises meet current fire regulations and enable children to move around the building freely.	Summer 2023
Long term	Air pollution outside the school is above legal levels and has impact on children with asthma.	Develop alternative access and car parking facilities to enable reduce traffic pollution outside the school.	Headteacher	Summer 2024	Air pollution outside school reduced.	Summer 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Parents not accessing written documents.	Improve choices of how parents access information from the school. Support all parents to be able to access Parent Pay	Headteacher / Admin Staff	<u>Summer 2022</u>	Information accessed by increased number of parents.	
Medium term	Parents not accessing written documents.	Change access to SEN Information Report – to include less written and more visual and auditory information sharing.	SENCO, Headteacher	Summer 2023	written information is more accessible to parents	Autumn 2023
Long term	School website is not accessible to children and parents with SEND	Audit of website	Headteacher	Summer 2024	Website is fully accessible	Autumn 2024