

ALL SAINTS CE (AIDED) PRIMARY SCHOOL & NURSERY

ACCESSIBILITY POLICY & IMPROVEMENT PLAN

ADOPTED BY GOVERNING BODY 29 MARCH 2021



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1 OUR VISION

At All Saints we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. Our aim is to ensure that all of our children develop independence, resilience and readiness for the next stage of their lives. Our school motto is 'Opening the Door to Learning and Life' and through this we always strive to improve ourselves as a school and as learners. We believe that children should feel happy, safe and valued; we strive to foster a caring attitude in our children with respect to their peers and to the local environment in which they live.

2 THE PURPOSE OF OUR PLAN

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability or an additional need can take full advantage of their education and associated opportunities.

3 OUR VISION FOR ACCESSIBILITY

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation'. According to the Equality Act 2010 a person has a disability if :

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term effect on his or her ability to carry out normal day to day activities.

The Accessibility Plan is listed as a statutory document of the DfE's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At All Saints CE (Aided) Primary School and Nursery, the Plan will be the responsibility of the Governing Body and the Headteacher. The current Plan will be appended to this document.

All Saints is committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to developing a culture of inclusion with regard to disability and this is reflected in a whole school commitment to including children with special educational needs, disabilities and additional needs.

4 THE LEGAL BASIS

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;



- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

Schools also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

Ofsted inspections may include a school's accessibility plan as part of their review.

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.

5 OUR ACCESSIBILITY PLAN

The All Saints Accessibility Plan has been developed and drawn up with reference to the Local Authority document *Meeting the Needs of Children and Young People with Special Educational Needs and Disability in Wokingham*. Our school document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular, Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

All Saints has a long history of being a specialist provision for children with physical disability; therefore, many of the facilities are already fully accessible. However, the Accessibility Plan shows how we intend to improve access for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to :

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the non-disabled pupils. This covers assessment, teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum,
- Maintain access to the physical environment of the school, adding specialist facilities as necessary. Where necessary, an access audit will be undertaken by the child's current therapy team in conjunction with the child's parents, key staff members and our therapists. An access report will be received by the school and will be used to inform our provision planning prior to admission,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, taking into account individual sensory and communication needs.



Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- School Curriculums
- Equality Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan / Raising Attainment Plan
- Special Educational Needs Policy

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website and will be monitored by the Governing Body.

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



APPENDIX A - PLAN FOR INCREASING THE EXTENT TO WHICH PUPILS WITH A PHYSICAL DISABILITY OR AN ADDITIONAL NEED CAN PARTICIPATE IN THE SCHOOL CURRICULUM

↓ Short/Medium/Long Term					
↓	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S	Liaise with Nursery providers to review potential intake each year	Identify pupils who will need additional provision/resources	September 2020/2023	<ul style="list-style-type: none"> • HT • EYFS Teacher • SENCO 	On entry we have the resources required to support individual children
S	Ensure that for all children with complex physical needs an access audit document is in place	Facilitate an access assessment of the environment in conjunction with the child's current provider and therapists.	September 2020/2023	<ul style="list-style-type: none"> • EYFS Teacher • SENCO 	An access document is in place prior to the child entering school
S	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Ensure compliance with the Equality Act 2010	Ongoing throughout 2020/2023	<ul style="list-style-type: none"> • HT • All subject leaders 	All policies clearly reflect inclusive practice and procedure
S	Maintain close liaison with parents	Ensure a strong and secure partnership exists between school and families	Ongoing throughout 2020/2023	<ul style="list-style-type: none"> • HT • All teachers • SENCO • Family Support Worker 	Clear collaborative working approach
S	Maintain close working relationships with health professionals with regard to children who have significant health needs, e.g. epilepsy.	Ensure that external health agencies provide training for staff regarding children's individual health needs and that a care plan is written in conjunction with health personnel and parents.	Ongoing throughout 2020/2023	<ul style="list-style-type: none"> • SENCO • Inclusion Team • Staff 	Staff have the necessary competencies to ensure that guidance in care plans is followed for each individual child.



⇓ Short/Medium/Long Term					
⇓	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S	Ensure full access to the curriculum for all children	<ul style="list-style-type: none"> • A differentiated or scaffolded curriculum is offered as reflecting children's needs • The use of Individual Support plans and provision maps, reviewed three times per year • Termly analysis of Target Tracker data • Involvement of visiting professionals from services such as: CYPIT Sensory Consortium Service • Use of ICT and sensory equipment in line with children's integrated therapy reports 	Ongoing	<ul style="list-style-type: none"> • Teachers • Inclusion Manager • Visiting therapy services • External agencies including Educational Psychology, Learning Support CYPIT 	Individual learning needs are reflected in class based strategies and, where required, an individual support plan.
S	Review attainment of all SEN pupils	<ul style="list-style-type: none"> • Pupil Progress Meetings. Involving Class Teachers and relevant Senior Leaders - termly • Class teachers review ISPs for all Children with Additional Needs with parental involvement – Termly • Annual Reviews of EHCPs • Analysis of Target Tracker data - termly • Inclusion Manager attends Termly School Planning Meeting with Local Authority and relevant external professionals 	Three times per year	<ul style="list-style-type: none"> • Class teachers • Inclusion Manager • Deputy HT • Key stage leaders • Parents • Relevant external professionals 	<ul style="list-style-type: none"> • Progress is reflected through tracking grids. • Progress for Resource children is reflected through EHCP annual reviews and termly review of ISPs
M	<ul style="list-style-type: none"> • Maintain an ethos of inclusion which ensures that ALL children are fully included in classroom learning. • Take account of variety of learning styles when teaching. 	<ul style="list-style-type: none"> • Engagement in the curriculum and the extended school activities is enabled by : ➤ Fully accessible learning environment 	Ongoing	<ul style="list-style-type: none"> • Whole school approach 	<ul style="list-style-type: none"> • Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. • Ensuring that the needs of all pupils with identified additional needs and



⇓ Short/Medium/Long Term					
⇓	Targets	Strategies	Timescale	Responsibilities	Success Criteria
		<ul style="list-style-type: none"> ➤ Specialist equipment for children with sensory impairment ➤ Individual iPads and AAC (communication) devices ➤ Specialist resources being available for children with sensory integration difficulties • Training for teaching assistants is provided by Educational Psychology, CYPIT and learning support service • Our inclusive philosophy and approach ensures that pupils grow into adults who have an understanding of the needs of disabled children and young people. 			special educational needs are fully met by the whole school approach
L	Evaluate and review the above short and medium term targets annually	See above	Annually	<ul style="list-style-type: none"> • SLT • Subject Leaders • Governors 	All children making at least good or accelerated progress
L	Deliver findings to the Governing Body	Governing Body meetings	Termly meetings between Inclusion Manager and the SEN Governor	<ul style="list-style-type: none"> • Inclusion Manager • SLT • SEN Governor 	Governors fully informed about SEN provision and progress.



APPENDIX B - PLAN TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH PUPILS WITH A PHYSICAL DISABILITY OR AN ADDITIONAL NEED CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

↓ Short/Medium/Long Term					
↓	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S	Ensure all pupils with additional needs are fully integrated into school life, with full access to the curriculum	<ul style="list-style-type: none"> • Ensure that, for all children with complex physical needs, an access audit document is in place • Undertake confidential survey of staff and governors to ascertain any access needs and ensure that these are met • Include questions in the confidential parent survey about parent/carer access needs • To work in partnership with parents and carers to fully meet needs 	With immediate effect, to be constantly reviewed	<ul style="list-style-type: none"> • SLT • Governors 	Additional needs fully met through robust provision
S	Ensure parents with additional needs have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled parents to drop off and collect children • Enable parents with additional needs to have a car parking pass • Arrange interpreters from Terptree to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Ensure a proactive approach to identifying the access requirements of parents with a disability 	Ongoing	SLT	Parents with additional needs are not discriminated against and are fully involved in the life of the school



↓ Short/Medium/Long Term					
↓	Targets	Strategies	Timescale	Responsibilities	Success Criteria
M	Improve community links	School to continue to have strong links with schools in the Local Authority and the wider community.	Ongoing	SLT/all staff	Improved awareness of disabilities within the school community and the wider community of Wokingham. Improved community cohesion.
M	Develop outside learning environment and play facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly learning and play areas.



APPENDIX C - PLAN TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS AND PARENTS

↓ Short/Medium/Long Term					
↓	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S	Children with ASD receive information in a format which is fully accessible	<ul style="list-style-type: none"> • Liaison with parents. • Individualised social stories, timelines and schedules are used for children with ASD. 	Ongoing	<ul style="list-style-type: none"> • All staff to be aware. 	ASD children able to access curriculum.
S	Ensured access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> • All materials will be adapted to meet the sensory and communication needs of individual children, young people and adults as required • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that it is accessible to all. 	Ongoing	<ul style="list-style-type: none"> • SENCO • HT • Admin team 	Individual children, young people and adults have full access to all required information.
M	Relevant school staff are fully aware of any additional needs	<ul style="list-style-type: none"> • Information regarding children is obtained on entry and then : <ul style="list-style-type: none"> ➢ circulated to each class teacher and placed in inclusion file in class. ➢ discussed at end of year transition meetings. • School holds regular reviews of EHCs and/or Statements • Care Plans are updated annually and copies kept both in classes and staff room 	On entry, at transfer between year groups and EHCP annual review meetings	<ul style="list-style-type: none"> • HT • SENCO • Class teachers 	<ul style="list-style-type: none"> • All staff are fully aware of the additional needs of children in their classes and confident to support those needs • Parents are supported and encouraged to lead discussion and information sharing about their child's disability and additional needs throughout their time at All Saints
L	In-school record system to be improved where necessary. (Records on SIMS/network/protected /Edukey.)	Record keeping system to be reviewed.	Continual review and improvement	<ul style="list-style-type: none"> • HT • SENCO • Admin team 	Effective communication of information is maintained.