



All Saints CE Primary School

Accessibility Plan

Date Ratified:

Review Date:

The school is part of the Frays Academy Trust, which is a charitable company limited by guarantee registered in England and Wales (Company No: 8335073)



Version History

Version	Date	Status and Purpose	Document Author	Changes Overview
1	04/09/2024	New Policy	Headteacher/Business Support Co-ordinator	

Approval

Signed by Chair of Directors	
Date of Approval/Adoption	
Date of Review	04/09/2027

Notes on Document

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Once issued, as a minimum this document shall be reviewed every two years or as necessary by the Trust.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

1 Scope

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

All Saints CE Primary School, part of the Frays Academy Trust, aims to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At All Saints CE Primary School, we have high expectations for our children and actively encourage every child to be enthusiastic, welcoming and kind to one another.

Children are encouraged to be resilient, confident, independent, ambitious and well-rounded learners who are self-aware and always striving to develop and grow. They are brave in their learning, learn by their mistakes, take risks and embrace challenge.

Learning fosters curiosity, develops key life skills, promotes enquiring minds and encourages a love of learning. It is fun, inspiring, creative, exciting, innovative, develops key life skills and is closely to the individual needs of the children. Children are encouraged to explore with confidence and strive for excellence through effort, practise and perseverance.

We celebrate diversity and uniqueness, and foster an environment of care, support and inclusivity. We recognise we are stronger together and are proud to belong to our school community. We encourage children to be responsible and provide opportunities to ensure they are well prepared for the future.

The plan will be made available online on the school website, and paper copies are available upon request. At All Saints CE Primary School, the Accessibility Plan will be monitored by the SENCo, the Headteacher and evaluated by the SEND Link Governor.

In the management, coordination, implementation and review of our plan we:

- We work closely with parents to consider their children's needs.
- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced as well as for on-going advice.
- The Governors and Senior Leadership Team work closely with the Trust and guidance around accessibility.
- The policy is reviewed annually and/or as children's needs change.
- Annual Reviews and Health Care Plans are shared with parents and staff.
- We make links with other schools to share best practice through regular SENDCo network meetings
- Additional communications are used as needed and staff training is undertaken as required.

The Frays Academy Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. All Saints CE Primary School is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We gather information about any child's disability or health condition in early communications with parents and carers of children who are new to school and in our annual data collection update. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided. We also warmly encourage families to share with a member of school staff if they have a disability or additional need so that if additional support or adjustment is helpful or required, it can put into place either when communicating or when visiting. All information is held in confidence.

AIM 1: Increase access to the curriculum for pupils with a disability

Current good practice: Prior to a child’s transition to the school the SENDCo liaises with the child’s pre-school or current school to identify any particular needs. When children enter the school with specific disabilities contact is made with relevant professionals in order for relevant assessments to be carried out and support and guidance to be gathered.

Commented [HS1]: This is from Beechwood by way of an example

Objective	Actions	Timescale	Responsibility	Success Criteria
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENDCo to review the needs of children and provide training for staff as needed.	On-going	SENDCo	Staff are able to enable all children to access the curriculum.
To ensure that the curriculum is accessible to all of the children irrespective of disability or need.	All core subject lessons are clearly differentiated. Pre-teaching of vocabulary and concepts used. Relevant interventions put in place.	On-going		All children able to access the curriculum. Those falling behind are given opportunities to catch up with their peers
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	On-going		All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Reviewed termly by SENDCo	SENDCo	Children will develop independent learning skills.

Commented [HS2]: Again, from Beechwood

AIM 2: Improve and maintain access to the physical environment

Current good practice: The School is a single-story building with wide corridors and good access. It boasts generous playing fields and is generally a very accessible school, despite being constructed in the 1950s. Recent building works have been fully DDA compliant and have retained features such as wide corridors and light, open spaces.

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure that all appropriate provisions have been made for new pupil / staff intake before arrival	Annual review of accessibility needs before Summer Term's Facilities meeting to ensure adequate planning has been made.	Annually		Modifications will be made to the school building to improve access in a timely manner to avoid disadvantaging vulnerable pupils.
Conduct a PEEP for any mobility, sense or cognitively disadvantaged staff or pupils.	Review at induction for staff or at intake with pupils.	Ongoing		A safe and well-planned learning environment.

AIM 3: Improve the delivery of information to pupils with a disability

Current good practice:

Objective	Action	Timescale	Responsibility	Success Criteria
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed		Written information will be accessible to all.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly		Parents are informed of children's progress.

4 Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Body and by the Board of Directors.

The future planned action work will be overseen and co-ordinated by the Local Governing Body and by the Headteacher. Evaluation of the progress of the plan will be made by the Local Governing Body on an annual basis.

5 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)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy