



Accessibility plan

All Saints Multi Academy Trust

Approved by:		Date:
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1. Aims

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 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Aims and objectives of Faith Primary School in relation to SEN provision

- To create an ethos and educational environment that is person centered and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEN.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Every teacher is a teacher of every child including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a 'person centered approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of pupils and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors

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 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	To develop the use of workstations in classrooms.	Audit of workstations Learning walk identifying impact Pupil discussions	Danielle Fox	Summer term 2022 – 2023	Children will be able to learn in an ASD friendly way, with minimum distraction and a clear start and finish to tasks.
		Purchase specialist equipment for disabled pupils	Purchase writing slopes , pen grips , spring scissors, therabands, seat wedge.	Danielle Fox	Summer term 2022 – 2023	All children accessing the curriculum regardless of disability
		To deploy 1:1 Learning Assistants	Review high needs of pupils within each class and staff	Danielle Fox	Summer term 2022 – 2023	Pupils needs are appropriately met

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		<p>effectively to support pupils participation</p> <p>All out of school activities are planned to ensure the participation of the whole range of pupils.</p>	<p>accordingly. Ensure staff skills are matched to pupil needs.</p> <p>Review all out of school provision to ensure compliance with legislation.</p>	Danielle Fox	Summer term 2022 – 2023	<p>through effective deployment of skilled support staff</p> <p>All out of school activities will be conducted in an inclusive environment with providers.</p> <p>Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils.</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<p>To develop a CPD programme to ensure staff and governors understand the needs of pupils with disabilities and the strategies to support them.</p>	<p>Staff/ governor training requirements identified. Guest speakers, school nurse, link professionals, inset.</p>	<p>Danielle Fox</p>	<p>Summer term 2022 – 2023</p>	<p>All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum.</p> <p>CPD monitored by SLT to provide access to training appropriate to needs as identified in SDP/ Appraisal.</p> <p>Increased access to an appropriate curriculum for all pupils.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The school building is over 1 level and situated on the ground floor, allowing for disabled access to all areas.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Door width • Fire access width • Ramps (school yard) • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door fobs and access buttons at wheelchair access height. 	<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p> <p>Improve external and internal environment access for visually impaired people</p>	<p>To create access plans for individual disabled pupils when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process</p> <p>Repair external lighting around school building.</p>	<p>Danielle Fox</p> <p>Danielle Fox</p>	<p>Autumn Term 2022 – 2023</p> <p>Autumn Term 2022 - 2023</p>	<p>Disabled pupils and adults can move freely around school.</p> <p>Children who require intimate care will have needs met.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations • Objects of reference 	<p>Availability of written material in alternative formats.</p>	<p>The school will make itself aware of the service available through the LA for converting written information into alternative formats</p>	<p>Danielle Fox</p>	<p>Summer term 2022 – 2023</p>	<p>The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print technology, or contrasting colours.</p>
		<p>Make available school newsletters and other information for parents in alternative formats.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p>	<p>Danielle Fox</p>	<p>Summer term 2022 – 2023</p>	<p>All school information available for all through hard copy and website.</p> <p>Delivery of school information to parents and the local community improved</p>

		Review documents with a view of ensuring accessibility for pupils with visual impairment when required.	Get advice from LA on alternative formats and use of IT software to produce customized materials.	Danielle Fox	Summer term 2022 - 2023	All school information available for all. Delivery of school information to pupils & parents with visual difficulties improved.
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4. 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 approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- 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