



## **Accessibility plan for**

**All Saints CE Infant School and Pre-School**

**Reviewed: Summer 2018**

**Review Next: Summer 2019**

# ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL

## MISSION STATEMENT

### *Opening hearts and minds*

At All Saints Infant School and Pre-School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools and pre-school including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and round the school. Our aspiration is for everyone at All Saints to:

- feel happy, secure, safe and valued at school and pre-school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

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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 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

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.

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, this procedure sets out the process for raising these concerns.

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

## 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Annual and termly review of whole school curriculum plans.</p> <p>Enquiry Base learning environment and curriculum for the children to access and approach with their own interest.</p> <p>Pupil Progress and ILP meetings are termly and ½ termly to track the pupils attainment and progress.</p>	<p>Keep reviewing the curriculum to ensure progression and coverage.</p> <p>Cascade the EBL approach into Year 2.</p> <p>New tracking system to be piloted in September to monitor groups more closely.</p>	<p>L. Hardwick Class teachers</p> <p>L. Hardwick Class teachers</p> <p>L. Hardwick J. Redfern E. Munroe K. Woods</p>	<p>July 2019</p> <p>July 2019</p> <p>July 2019</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking availability</li> <li>• Disabled toilets and changing facilities(hygiene suite)</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>All in place and accessibility at all times.</p> <p>School has fitted a wheelchair-accessible sink in the reception area for the children's baking area.</p> <p>The school is currently undergoing curriculum resource management so all resources in classrooms children can access.</p>	<p>Termly H&amp;S Audits</p> <p>Arrange the baking area to accommodate a wheel chair user when required.</p> <p>Follow the continuous provision map for classroom resources in KS 1 and classroom layout plan followed for easy accessibility.</p>	<p>L. Hardwick D. Mills G. Ball M. Swift</p> <p>K. Woods T. Chapman</p> <p>Teaching staff</p>	<p>Termly</p> <p>September 2018</p> <p>July 2019</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>2 Communicate in print is the school main signage.</p>				

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be 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
- Supporting pupils with medical conditions policy

*List any other linked policies that the school has here.*

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				