



## All Saints' Primary School Accessibility Plan

Timescale Covered: September 2019 - August 2022

### Introduction

All Saints' Primary School aims to increase the access to education for disabled pupils in the areas required within the Equality Act (2010):

1. Increasing the extent to which disabled pupils can participate in the school's curriculum.
2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

We are required to resource, implement and review and revise the accessibility plan as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

### The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

### Our vision and values.

All Saints' Primary School is an inclusive school where we strive to meet pupils' needs through a positive and proactive approach. We aim to provide an educational environment that supports pupils' attainment and progress, well-being and emotional health and allows all pupils to access all areas of school life, enabling them to reach their full potential.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all our pupils. School staff are committed to identifying and eliminating barriers to learning, whenever possible and promoting equality of opportunity throughout the whole school.

The school has worked towards a more inclusive curriculum by:

- Differentiating the curriculum to meet the individual needs of pupils.
- Responding to pupils' diverse individual needs
- Making appropriate adaptation in response to barriers to pupils.

## **The characteristics of our school.**

All Saints' Church of England Primary School is an average sized, one form, primary school. The proportion of pupils known to be eligible for free school meals is above average with the deprivation indicator being significantly above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is similar to schools nationally. The proportion of pupils from minority ethnic groups is well above average and a high percentage of pupils are starting school with English as an additional language. We are an outwardly looking school who works in collaboration with a number of other schools and multi-agency partners.

The current school population of All Saints' includes children with: learning difficulties; Autistic Spectrum Condition; emotional, health and behavioural difficulties; hearing impairment; visual impairments, sensory processing difficulties; speech and language impairments; medical conditions including primordial dwarfism, neuro-muscular conditions, heart defects and other physical conditions.

In line with the Equality Act, there are no areas of the curriculum to which the existing pupils with disabilities do not have access.

- All disabled pupils presently attending the school have access to off-site activities such as trips, which are planned for and the necessary risk assessments made.
- Additional staff are deployed, as required, to support children with disabilities on such excursions.
- Pupils with disabilities have access to all areas of the school's buildings and the vast majority of the school grounds.
- Additional support is deployed where it is most needed and different learning styles are planned for.
- The advice of outside professionals such as the Educational Psychologist, speech and language therapists, RANS (Rochdale Additional Needs) and Healthy Young Minds is sought, and their recommendations implemented, to make better provision for our disabled pupils.
- Specialist equipment such as pencil grips, low vision exercise books, Dycem and specialist seating have been purchased for use by those children with motility difficulties and physical or vision impairments.
- Individual Risk Assessments and Individual Health Care plans are written and adapted when needed for specific pupils in order to ensure safe and positive access to all areas of the curriculum and the school building. Adaptations identified as needed in these documents are put in place in order to support pupils and their learning, access and experiences.
- Social skills resources and intervention resources have also been purchased for those children with social, communication and interaction difficulties.
- Sensory equipment has been purchased and interventions set up to meet the needs of children with sensory needs and/or sensory processing difficulties.
- Staff are encouraged to undertake professional development in order to extend their knowledge of the disabilities affecting the children in their care and consequently be able to meet children's needs even more effectively.

All Saints' is situated on a predominantly flat site with a car park at the front. To ensure access for pupils, or their parents, with disabilities; the school has two disabled parking bays, to ease access to the main school entrance.

There is an accessible toilet and medical/changing bed situated on the main building floor. Access from classrooms directly into the school playground are mostly flat and there is a ramp to access the school hall. Most doors throughout school are wide enough to accommodate a wheelchair, although some support would be needed to open some of the doors.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Further provision will be negotiated when a pupil's specific needs are known.

### **Management, coordination and implementation**

The governing board of All Saints' Primary is responsible for this plan. The responsibility for implementation has been delegated to the Head and Deputy Head teacher. Analysis of end of key assessment data will be used to evaluate the plan and the views of parents and pupils will also be considered in the evaluation process.

### **Getting hold of the school's plan**

This plan is available to view/download from the school's website, or can be obtained as a paper version from the school's office.

**Plan written by R Parsons/S Hardy – September 2019**

### **The main priorities in the school's plan**

<b><u>Area 1: Increasing the extent to which disabled pupils can participate in the school curriculum</u></b>					
<b><u>Action</u></b>	<b><u>Complete by:</u></b>	<b><u>Person Responsible</u></b>	<b><u>Success criteria/ outcome</u></b>	<b><u>Resources</u></b>	<b><u>Action/ Review</u></b>
<b>Short Term</b> Ensure class room support staff have specific training on disability issues relating to their daily practice.	September 2019 and annually or when new pupils or staff join school.	SENCO	Staff better equipped to adapt provision and practices to meet the needs of specific learners. Quality of education, for pupils developed.		<i>Be aware of staff training needs.</i> Training for TAs on any specific needs of the children that they support.  Provide CPD from relevant professionals e.g. Ed Psych, RANS etc.
<b>Short Term</b> Increase confidence of all staff in differentiating the curriculum for specific pupils.	Sept 2019	SENCO	Staff will have a range of strategies that they can employ to support pupils. Improved outcomes for pupils.	SENCO time Staff meeting time	Be aware of staff training needs on curriculum access, differentiation and recording methods.
Develop staff confidence of working with pupils who have dyslexic tendencies.	July 2020	SENCO	Staff better able to support pupils. Provision will be more tailored to need.	SENCO time, REAL Trust training, Dyslexia resources.	
Audit and review PE curriculum to ensure PE, is accessible to all at the most appropriate standard.	July 2022	SENCO/ PE coordinator	Excellent PE provision for all pupils.	Necessary resources purchased £200	Audit current provision to identify areas in which access to PE could be improved. Gather information on accessible PE and disability sports including specialist and adapted resources. Seek disabled sports people to come into school.

**Area 2: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>Action</b>	<b>Complete by:</b>	<b>Person Responsible</b>	<b>Success criteria/ outcome</b>	<b>Resources</b>	<b>Action/ Review</b>
Step markings to be re-painted to make more accessible to people with visual impairment.	April 2020	School business manager/ Headteacher/ caretaker	Steps clearly marked.	Caretaker paint	Reviewed and developed on a termly basis.
Programme of carpets and floor surfaces to be replaced	Dec 2020	School business manager/ Headteacher/ caretaker	Floor surfaces that are fit for purpose and prevent trips/falls.	Carpets £1,000 - £2,000/ room KS1 corridor £4,000	Review on a yearly basis.
<b>Medium term</b> Adding accessible ramps to all classroom doors.	July 2017	School business manager/ Headteacher/ RANS/ SENCO/ Caretaker	School is much more accessible to wheelchair users.	Approximately £1,000	Regular planning with RANS
<b>Long term</b> Changing doors to the main school entrance to automatic doors that will support ease of access.	July 2022	School business manager/ Headteacher SENCO/ Caretaker	The school environment is best adapted to support children with disabilities..	Significant cost	Gather quotes and incorporate into the school budget.
<b>Long term</b> Installing ramps to the front playground.	July 2022	School business manager/ Headteacher SENCO/ Caretaker	Increased safety for children and visitors with physical or other disabilities.	Significant cost	Gather quotes and incorporate into the school budget.

**Area 3: Improving the Access to information**

<b>Action</b>	<b>Complete by:</b>	<b>Person Responsible</b>	<b>Success criteria/ outcome</b>	<b>Resources</b>	<b>Action/ Review</b>
<b>Short term</b> Update and provide necessary training to relevant new staff to use Clicker 7 to provide specific support to children with literacy difficulties.	Dec 19	SENCO	Clicker 7 training attended by staff and the program implemented for targeted pupils.	Allocated a laptop for this specific use.	Review impact termly as part of Pupil Progress Meetings.
<b>Medium term</b> Review information to parents/carers to ensure it is accessible.	July 2020	SENCO All staff	Practice is reviewed. Necessary support and amendments provided.	Staff meeting time. Perfoma developed. Resources as necessary.	Provide information and letters in clear print in "clear" English School office will support and help parents to access information and complete school forms. Review website.

<p><b>Long term</b> To review signage around school and develop a more accessible format to support people with communication/visual difficulties.</p>	<p>July 2021</p>	<p>SENCO Caretaker Business manager</p>	<p>Signage around school will be more accessible.</p>	<p>Purchase new signage. Staff awareness.</p>	<p>Feedback from pupils, parents and visitors.</p>
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