



All Saints' Primary School Accessibility Plan

Timescale Covered: September 2022 - August 2025

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 impairments; sensory impairments; speech and language impairments; medical conditions, including epilepsy, neuro-muscular condition, 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 and specialist seating have been purchased for use by those children with motor difficulties.
- 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 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 raise standards.

All Saints' is situated on a predominantly flat site with a car park at the front. To ensure access to 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 bed situated on the main building floor. Access from classrooms direct 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 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 2022

The main priorities in the school's plan

Area 1: Increasing the extent to which disabled pupils can participate in the school curriculum					
Action	Complete by:	Person Responsible	Success criteria/ outcome	Resources	Action/ Review
Short Term Ensure class room support staff have specific training on disability issues relating to their daily practice.	September 2022 and annually or when new pupils join school.	SENCO	Staff better equipped to adapt provision and practices to meet the needs of specific learners. Quality of education, for pupils developed.	Support from RANS/ School Nurse	<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.
Short Term Increase confidence of all staff in differentiating the curriculum for specific pupils	Sept 2022	SENCO /HT	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. Staff to be aware of adaptive teaching methods to support inclusion and achievement.
Short Term Develop staff confidence supporting pupils with hearing impairments.	September 2022	SENCO	Staff better able to support pupils. Provision will be more tailored to need.	SENCO	Pupils able to access the curriculum appropriately.
Audit and review PE curriculum to ensure PE, is accessible to all at the most	Ongoing as required	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

appropriate standard.					accessible PE and disability sports Seek disabled sports people to come into school.
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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

Action	Complete by:	Person Responsible	Success criteria/ outcome	Resources	Action/ Review
Step markings to be re-painted to make more accessible to people with visual impairment.	Autumn 2022	School Business Manager/ Headteacher/ caretaker	Steps clearly marked.	Caretaker paint	Reviewed and developed on a termly basis.
Maintain signage and external access for visually impaired people. Maintain external lighting Ensure walkways are free from litter and hazards Visually inspect and maintain signage in terms of damage and cleanliness	Annual review Daily checks	Caretaker / School Business Manager	Visually impaired people feel safe in school grounds		Note points for consideration during Health and Safety walks.
Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with extra needs. Ensure all staff are aware of their responsibilities	September each year. When there are pupil changes – needs basis	SENCO Support staff	All disabled pupils and staff working alongside are safe in the event of a fire or emergency	Staff time Liaise with other agencies as appropriate	Ensure all disabled pupils can be safely evacuated
All fire escape routes are suitable for all	Weekly	Caretaker Faults reported to SBM.	All disabled staff, pupils and visitors able to have safe independent egress	Time	Egress routes visual checked on a regular basis.
Long term Changing doors to the main school entrance to automatic doors that will support ease of access.	August 2025	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.
Long term Installing ramps to the front playground.	August 2025	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					
Action	Complete by:	Person Responsible	Success criteria/ outcome	Resources	Action/ Review
Short term 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.
Review information to parents/carers to ensure it is accessible. Develop simple electronic questionnaires to allow greater feedback.	ongoing	SENCO All staff	Practice is reviewed. Necessary support and amendments provided.	Staff meeting time. Performa 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. Develop questionnaires through Parentapp to allow greater access.
Long term To review signage around school and develop a more accessible format to support people with communication/visual difficulties.	Ongoing Build on improvements already made. July 2024	SENCO Caretaker Business manager	Signage around school will be more accessible.	Purchase new signage. Staff awareness.	Feedback from pupils, parents and visitors.