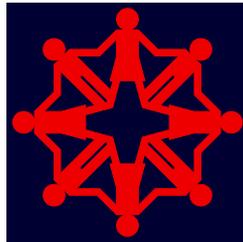


All Saints' C of E Primary School



Accessibility Plan

Reviewed: May 2018

To be next Review: May 2019

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to the Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation and the review of as well reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. All Saints C of E Primary School plans, over time, to further improve the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.
4. All Saints C of E Primary School has implemented an accessibility plan which is aimed at:
 - Increasing **access to the curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improving the **physical environment** of the school to enable disabled pupils to take full advantage of the curriculum, of the benefits, facilities and services provided; and
 - Improving and making reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.
9. We acknowledge that there is a need for the on-going raising of awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Accessibility Plan 2017 - 2019

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment in Y2 toilets	Toilets are organised to promote the participation and independence of all pupils.	1) Review and implement a preferred layout of furniture and equipment to ensure all furniture enables equal access for pupils with a disability.	Head Teacher / Inclusion Manager/Premises manager	Summer 2018	Lessons to start on time without the need to make adjustments to accommodate the needs of the individual pupils. Children access toilet/medical room/disability toilet.
	To ensure all out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	1) Review all out of school provision to ensure compliance with legislation. 2) Review all risk assessments to ensure compliancy with current legislation.	Head Teacher / Inclusion Manager	Summer 2018	All risk assessments now have an additional section referring to children who have a medical care plan and/or specific SEND. A copy of any relevant plan is taken on the trip and all staff will have read the care plan before the trip.
Improve access to the curriculum	To ensure that Teaching Assistants have a better understanding and knowledge of the barriers to learning that may impact on children. For Teaching Assistants to have approaches to support children to overcome these barriers.	1) Audit the training needs of teaching assistants. 2) Create a rolling CPD programme to meet the identified areas within the audit. 3) Ensure that the teacher morning briefings include training related to the SIP. 4) Access external training where this is needed. (Twilight)	Head Teacher / Deputy Head Teacher	Sept 2017 – July 2018	Point 1 Point 2 Point 3 Point 4

		5) Develop coaching practices among support staff – Weekly meetings			
Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to information	To improve the user friendliness of a variety of media available for parents.	<ol style="list-style-type: none"> 1) Prioritise areas to improve. 2) Review the website regularly. 3) Review the parent’s board. 	Head Teacher / SBM/Deputy headteacher	September 2018	Following the introduction of the new SEN Code of Practice in September 2014 key SEND documents are now accessible via the school website. These include the SEND and Disability Policy and the SEND School Information Report. These documents are reviewed annually.
Improve access to information (GDPR)	Availability of written materials in alternative formats when specifically requested.	1) The school will make itself aware of the services available for converting written information into alternative formats.	Head Teacher / SBM		Currently on going with the school linking with Sims to improve communications. Parent board is regularly updated as well as the school website.
	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	1) Review all current school publications and promote the availability in different formats.	Head Teacher / SBM	September 2018	

Equality Objectives 2017-2019

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Eliminate, harassment and victimisation.	Maintain low incidences of bullying. Reported incidences of racist and anti-disabled nature decrease.	<ol style="list-style-type: none"> 1) Complete and apply for PHSE 'Healthy Schools' Silver Award (Mayor of London). 2) Records of incidences of bullying to be logged and analysed. Action to be taken to address any recurring themes. 3) Anti-bullying week. 4) Disability Awareness Day. 5) School Council to consider strategies to avoid bullying incidence. 6) 5) SRE training for staff (include FGM & Homophobic bullying). 	<p>All staff to record incidences.</p> <p>Teacher to coordinate the School Council. Assessment Coordinator and SLT to monitor incident logs.</p> <p>DHT/Inclusion Manager to lead on Disability Awareness and coordinate training for SRE and apply for Healthy Schools Award.</p>	<p>Yearly review</p> <p>Summer 2019</p>	<p>Point 2: Behaviour logs logs in class taken by SLT each term.</p> <p>Point 3 achieved. Anti-bullying week a success. Assemblies and work-shops conducted. Week beginning 18th November 2013.</p> <p>Point 4 - School council consulted regarding their opinion on what needs to improve in terms of behaviour. Actions put into place to follow up on this. Assemblies by School Council and Faith team on our values – September 2012 (on-going)</p>
Advance equality of opportunity between different groups.	Close the GAP for the vulnerable groups as identified by the GAP analysis.	<ol style="list-style-type: none"> 1) Analyse data to ensure deployment of staff meets needs. 2) Improve teaching and learning including differentiation for vulnerable groups. 3) EAL training for teachers. 	<p>Inclusion Leader/Assessment Coordinator</p> <p>Head Teacher</p>	<p>Termly</p> <p>Sept</p>	<p>Point 1 GAPS identified and relevant CPD put in place or interventions for pupils.</p> <p>Point 2: Monitoring occurring. ROL suggests vulnerable groups are</p>

			Head Teacher	2017	<p>achieving well across the school and pupil premium use has helped raise the attainment of FSM children. SEN & children with EHCH Plans a future focus.</p> <p>INSET on new code of practice – Further training completed in the summer term 2017.</p> <p>On-going training for TAs/LSAs for SEN and teachers. Training has included staff meetings led by the SENCo as well as training led by the school's link SaLT and EP.</p> <p>Point 3 – EAL trainer providing teacher training – February and March 2015.</p> <p>January 2018 EAL INSET for all staff completed.</p>
Foster good relations between different groups.	<p>Over 4 years every policy will be reviewed against equality objectives.</p> <p>Improve the consultation of policies throughout the school community.</p>	<ol style="list-style-type: none"> 1) Staff training SRE. All staff to update policies taking into account the equalities act. 2) School council to be involved in the process through promotion of anti-bullying activities. 	External Provider/ Inclusion Leader Teacher	By Summer 2018	<p>To Do:</p> <p>Point 1 – Staff training to take place in Summer term. SRE policy, Inclusion Policy, EAL policy to be updated in the light of the equalities act.</p> <p>SEND and Disability Policy and the SEND School Information Report are reviewed annually by the SENCo.</p> <p>Point 2 – School Council have been consulted and have supported activities during anti-bullying week – November</p>

					<p>(ongoing).</p> <p>School Council to provide ideas regarding increasing awareness of community regarding disabilities. Disability Awareness Day to run throughout the school.</p> <p>Year 6 children supporting younger children in the school at lunch time.</p>
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