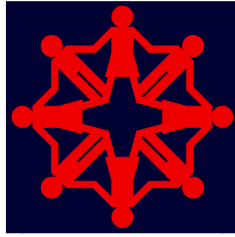


All Saints' CofE Primary School



Accessibility Plan 2026 2029

Approved: December 2025 | Annual review: December 2026

All Saints' C of E Primary School Accessibility Plan 2026 2029

Plan owner	Headteacher and Governing Body
Operational leads	SENCo and School Business Manager
Plan period	September 2026 to August 2029
Review cycle	Progress reviewed annually; full plan at least every three years

Our Christian vision and commitment

All Saints' is an open and caring Christian community. We believe every person is made in God's image and should be able to participate, belong and flourish. Accessibility is therefore central to "All Believing, All Achieving" and to our values of Respect, Peace, Love, Faith, Perseverance and Hope.

"What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God." Micah 6:8

This plan explains how we will identify, prevent and reduce barriers for disabled pupils. It is linked directly to our Curriculum Policy, Equality Policy and Objectives, SEND provision and Music Development Plan.

Purpose and statutory duties

This plan is prepared under Schedule 10 of the Equality Act 2010. A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school also has an anticipatory duty to make reasonable adjustments and, where reasonable, provide auxiliary aids and services.

The plan addresses the three statutory aims:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so disabled pupils can take advantage of education, benefits, facilities and services;
- improve the availability of accessible information for disabled pupils.

The plan supports the Children and Families Act 2014, the SEND Code of Practice and statutory arrangements for pupils with medical conditions. It is published on the school website and available in an accessible format or as a paper copy free of charge on request.

Our school context

All Saints' serves a diverse Upper Norwood and Croydon community, including pupils with SEND, medical needs, high mobility and pupils learning English as an additional language. The school occupies a large site and some upper areas are reached by stairs. Leaders anticipate barriers, plan reasonable alternatives and review access whenever needs, provision or the site change.

Curriculum participation

High-quality inclusive teaching is the starting point. Teachers maintain ambitious subject goals while adapting explanation, modelling, resources, communication, grouping, task and recording methods. Assessment, pupil and family views, EHC plans, individual healthcare plans and specialist advice inform support.

Pupils with disabilities are supported to participate in the full taught and wider curriculum, including educational visits, Forest School, clubs, worship, leadership, PE, performances and music. The Music Development Plan is implemented accessibly, including reasonable adjustments to Sing Education lessons, instrumental opportunities and performances. Where a particular activity or part of the site presents a barrier, leaders assess risk and arrange a reasonable accessible alternative without unnecessarily narrowing entitlement.

Physical environment safety and evacuation

The school completes regular site and accessibility checks. Priorities include routes, entrances, ramps, doors, stairs, lighting, signage, acoustics, toilets, classroom organisation, sensory needs and access to emergency procedures. Personal Emergency Evacuation Plans are prepared and reviewed for pupils or adults who need them. Accessibility is considered in repairs, procurement, room allocation and any redevelopment or building project.

Accessible information and communication

Information is provided in an accessible form within a reasonable time. Depending on need, this may include enlarged or simplified text, coloured paper, symbols, visual timetables, audio or digital formats, assistive technology, translation or interpretation. The school website and downloadable documents are checked for clarity and accessibility. Families may tell the school office or SENCo about an adjustment they need.

Working with pupils and families

Leaders seek the views of disabled pupils and their parents or carers when identifying barriers, agreeing adjustments and evaluating impact. From September 2026, inclusion monitoring will include evidence of this engagement, reflecting the Ofsted inclusion toolkit's emphasis on leaders knowing the experience of pupils with SEND and their families. Concerns are addressed promptly through the relevant school procedure.

Accessibility action plan 2026 2029

Progress against these priorities will be reviewed at least annually and reported to governors. Actions may be amended sooner when needs or circumstances change.

Priority	Actions and evidence	Lead	Timescale
Curriculum access	Audit curriculum and enrichment participation by relevant groups; strengthen adaptive teaching and staff development; check reasonable adjustments, auxiliary aids and assistive technology; review access to visits, PE, clubs, worship, music tuition and performances. Evidence: monitoring, pupil work, participation, pupil and family voice.	SENCo / subject leaders	Termly; annual report 2027–29
Physical environment	Complete an annual accessibility audit; review entrances, routes, stairs, lighting, signage, toilets, acoustics and sensory needs; update PEEPs and rooming or evacuation arrangements; address achievable priorities through premises planning. Evidence: audit, risk assessments, completed works and PEEPs.	Headteacher / SBM	Annual audit; actions 2026–29
Information access	Ask families about communication needs; provide accessible formats, translation or interpretation where reasonable; review website pages and downloads; use visual and assistive communication for pupils. Evidence: requests met, website checks and feedback.	SENCo / office	Ongoing; review annually
Medical and sensory needs	Keep individual healthcare plans, risk assessments and emergency arrangements current; ensure staff understand agreed adjustments; maintain appropriate calm or sensory spaces, including targeted Beach Hut support where suitable. Evidence: plan reviews, training and pupil experience.	SENCo / DSL	At least annually and when needs change
Leadership and co-production	Gather disabled pupil and family views; report progress and barriers to governors; connect actions with the Curriculum Policy, Equality Objectives, SEND Information Report, SDP and Music Development Plan; update published information.	Headteacher / governors	Termly oversight; publish annual update

Responsibilities

- The governing body approves the plan, monitors progress and assures compliance.
- The Headteacher ensures accessibility is considered in strategy, staffing, resources, premises and curriculum decisions.
- The SENCo coordinates assessment, reasonable adjustments, pupil and family engagement and staff advice.
- The School Business Manager supports premises, procurement, information and health and safety actions.
- All staff identify barriers, implement agreed adjustments and report concerns promptly.

Linked policies and publication

This plan should be read alongside the Curriculum Policy, Equality Policy and Objectives, SEND Policy and SEND Information Report, Supporting Pupils with Medical Conditions Policy, Child Protection and Safeguarding Policy, Health and Safety arrangements, Educational Visits procedures and Music Development Plan Summary.

The plan will remain on the curriculum and SEND areas of the school website. Progress will be reviewed annually, the action plan updated when necessary and a full new plan approved no later than September 2029.