

ALL SAINTS' C.E. (C) PRIMARY SCHOOL, ALREWAS

Accessibility Plan



'Believe to Achieve'
"Living life to the full" (John 10:10)

School Values

Love + Forgiveness + Friendship + Thankfulness + Trust + Respect = Koinonia'

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

Introduction:

This plan was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2010 (SENDA). It draws on the guidance set out in 'Accessing School: Planning to increase access to schools for disabled pupils' issued by the DFES in July 2002.

Definition of Disability:

All Saints' C of E Primary School uses the DDA definition of disability. It is defined by the Disability Discrimination Act 1995 (DDA) as: 'A person has a disability if he or she has physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'.

Definition of the terms:

- 'Physical impairment' includes sensory impairments
- 'Mental impairments' includes learning difficulties and mental illness
- 'Substantial' means more than trivial
- 'Long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Disorder (ADD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination

- Contenance
- Ability to lift, carry or move everyday objects
- Perception of risk of physical danger

Key Objectives:

To reduce, and where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation, within the school community.

Principles:

Compliance with the DDA is consistent with All Saints' School aims. Here we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff, members of the community should feel valued, welcomed, listened to and encouraged to challenge themselves to achieve their full potential.

All Saints' School recognises its duty under the DDA to:

- Not discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not treat disabled people less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publish an Accessibility Plan

At All Saints' School we recognise and value parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles to support the development of an inclusive curriculum. This includes:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of children.

Staff Awareness of Disability:

The teaching staff has received training and support regarding the needs of the following groups of children:

- Hearing impaired
- Autistic
- Dyslexic
- Writing targets/provision mapping for pupil premium children
- Diabetic
- Asthmatics
- Those with severe allergies and in possession of epi-pens
- Attachment disorder

The SENCO has delivered a variety of staff training updates and has been supported by SEN advisors.

Education and related Activities:

1. Curriculum: All Saints' School will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN advisors and of appropriate health professionals and from local NHS Trusts.
2. Physical Environment: All Saints' School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.
3. Provision of information: All Saints' School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Contextual Information:

At All Saints' School there are approximately 245 children on roll. Pupils are organised into an Early Years Unit (Nursery and Reception aged children), year 1, Year 2, year 3/4, year 4/5, year 5 and year 6 classes. The proportion of children eligible for Free School Meals is below average.

The school site consists mainly of one large building with 3 upstairs classrooms. There is one outdoor classroom with a ramp to allow wheelchair access. The majority of the school's access points are level. At present we do not have any pupils, staff or parents using wheelchairs although we have accommodated them in the past. An accessible toilet is available in the main building. We have several pupils with a range of known disabilities and/or health issues

ACTION PLAN

1. To increase access for those with a disability to our physical environment

ACTION	SUCCESS CRITERIA	Lead Person	Timescale	Review
Ensure that the needs of disabled pupils, parents, staff, visitors and governors are known.	Needs known so that any adjustments can be made.	SENCO	Ongoing	
To assess needs of pupils and create Care Plans if required.	Care Plans in place and being used.	SENCO	Ongoing	
To improve the access for visually impaired people.	Yellow strips to mark steps/ entrances as appropriate.	Caretaker	7/20	

2. To increase access for those with a disability to the school curriculum

ACTION	SUCCESS CRITERIA	Lead person	Timescale	Review
Ensure that Learning Assistants are confident to support children with disabilities.	LAs will be confident and provided with training and support as required to support those with disabilities.	SENCO	Ongoing	
Ensure that Care Plans are in place to support health and educational needs as appropriate.	Physical and environmental barriers are removed because Care Plans are in place thus allowing greater access to the curriculum.	HT Teaching staff LAs SENCO	Ongoing	
School to promote dyslexia friendly classroom practice when rooms are set up for the new academic year.	All learning environments are dyslexia friendly and support the needs of all learners including disabled.	SENCO	9/19	
Use ICT to support learning	Effective software/ laptops will be available to enable ICT to support learning	ICT leader/ SENCO	In place/ ongoing.	
Ensure that educational visits are accessible for all.	All children are able to access visits and provisions are put in place for this to happen.	All staff	Ongoing	

3. To ensure equality of all interested parties in accessing information provided by All Saints' School

ACTION	SUCCESS CRITERIA	LEAD PERSON	Timescale	Review
Letters and communication of key information will continue to be made available in hard copy when requested.	Parents without access to the internet will be provided with paper copies.	All staff including office	Ongoing	
Information will be explained for those unable to access written documents.	Parents feel informed and are able to access information easily	HT office	Ongoing	
To provide information in other languages or provide interpreters where English is not the first language.	Parents and children will be able to access information in their own language.	HT Teaching staff	Ongoing (as appropriate)	
Hearing impaired children will be able to access all aspects of school life because CSWs with specific training are used and all staff will receive basic training.	Children able to access the curriculum as well as wider aspects of school life.	HT Class teachers CSWs EH	No one on roll at present.	

Reviewed: September 2019

Next review: September 2022