



Accessibility Policy

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| Status: | Statutory |
| Designated Committee: | Finance and Resources |
| Date Approved: | Spring 2020 |
| Date of Next Review: | Spring 2022 |

| All Saints C of E Primary School | | Accessibility Plan | | February 2020-July 2023 | |
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| Areas for improvement | Actions to take | Resources | Responsibility | Timescales | Monitoring |
| Access to and participation within the curriculum | | | | | |
| Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. | | | | | |
| To ensure clear identification of pupils who may need additional and different provision and that provision is in place prior to entry. | Liaison between Head of KS1/EYFS and Nursery providers. Communications with parents prior to entry to ensure profiles and pupil/family centred views are in place. Liaison with outside agencies and recommended support in place. Communication with EYFS teachers and adaptations and support made clear. | Time for KS1/EYFS lead to meet Nursery providers and communicate needs with EYFS staff. Provision of resources as needed by case. | SENDCO and KS1/EYFS Lead. | Summer term annually | Headteacher SENDCO Monitored through: staff and pupil views EHCP Annual reviews Pupil progress analysis Performance management outcomes for EYFs staff and SENDCO. |
| Establish a timescale for the review of key policies to ensure they comply with The Equality Act 2010 and reflect inclusive practices. | Plan for policies to be reviewed. Implementation of changes to policies. | Time for Headteacher and Governors to review policies. | SENDCO Headteacher Governors | February 2020 then annually reviewed | Governors Monitored through: Staff views on policy review |
| To establish clear communication with families and health providers to ensure support for needs for pupils with long term health conditions, including epilepsy, asthma and mobility issues is clear. | Liaise with health care providers over individual health care plans. Liaise with parents, through questionnaires/meetings to ensure health needs are understood. | Time for SENDCO to liaise with health care providers and families | SENDCO Headteacher Staff with First Aid responsibility. | Spring 2020 | SENDCO Monitored through: Staff and pupil views |

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| <p>To continue to ensure full access to the curriculum for children with a wide range of needs.</p> | <p>Initiatives to support inclusive practice and disability friendly practice- 'Autism Friendly' and 'Dyslexia Friendly' practice etc, including a wide range of outside agency expertise. Use of and employment of specialist advisory teachers e.g. counselling services, Autism Outreach, Dyslexia specialist. Initiatives to continue to ensure and monitor differentiated curriculum e.g. planning, book scrutinies and learning walks. Continue to Liaise with Forest Way special school and SENDCONET groups assessment for pupils with learning needs including in foundation subjects. Make more use of specific equipment including for Physical support, visual stress etc. Interviews with pupils.</p> | <p>Costs to involve outside agencies e.g. Autism Outreach hourly rates. Cost of a counsellor to support in school and use of EP service contracted hours.</p> | <p>Inclusion Leader/SENDSCO Special school Ed Psych</p> | <p>Spring 2020</p> | <p>Headteacher Monitored through: Staff/Parent/Pupil views Audit tools for ASD/Dyslexia friendly practice. Pupil progress monitoring Assessment folders/IEP target monitoring and LSA intervention assessment, observations and books for preassessment standards.</p> |
| <p>To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities.</p> | <p>Develop guidance for staff on making trips and visits accessible to all. Ensure each new venue is vetted for appropriateness. Gather information on accessible PE and disability sports. Audit of range of after school clubs for pupils with SEND/disabilities. Interviews with pupils.</p> | <p>Cost of PE and activities events. Use of Sports premium funding</p> | <p>SENDSCO Trips and residential visits co-ordinator and PE co-ordinator</p> | <p>Summer 2020</p> | <p>Headteacher PE co-ordinator Monitored through: Views of staff and pupils. Audit of PE provision by co-ordinator.</p> |

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| To continue to refine the review of the attainment of all SEND pupils and pupils with disabilities. | Teachers to use data around vulnerable groups as part of pupil progress meetings. Regular liaison with parents and pupil centred review meetings. Continued development of the use of assessment systems to track vulnerable groups. IEP, class and personal targets to have robust review procedures. | Time to meet: Class teachers and SLT. | SENDCO Class teachers. | Spring/Summer 2020 | SENDCO and Headteacher Monitored through: Pupil progress meetings and tracking of progress. |
| To promote the inclusion of all pupils in extra-curricular activities. | Teachers ensure pupils are given access to and opportunities to take part in clubs and sporting events. Pupils with SEND chosen to undertake sporting events. Pupils with SEND given access to clubs provided within school and given additional support if necessary. | Costs of 1:1 support where necessary. | SENDCO SLT | Spring/Summer 2020 | SENDCO, DHT and Headteacher, through club registers and Sports events records. |
| To promote the involvement of disabled students in classroom discussions/activities | Within the Curriculum to aim to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access as needed Screen magnifier software/filters and backgrounds/text to speech software etc as needed. Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people | ICT resources as needed. | SENDCO PSHE co-ordinator ICT co-ordinator | Summer 2020/Autumn 2020 | Headteacher Monitored through: Monitoring of provision mapping Pupil views. |

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| To continue to promote family and pupil centred approaches. | <p>To embed the principles of personalisation and person centred planning into our work with children and young people with SEND.</p> <p>To increase parental awareness of The Local Authority's SEND Information, Advice and Support Service (SENDIASS) to help engage with parents and carers of pupils with disabilities particularly services at EHC plan stage and to inform and develop good practice within our setting.</p> | <p>LA person centred service is free to schools.</p> <p>SENDIASS service at EHC plan level is free to parents.</p> | SENDCO | Spring/Summer 2020 | SENDCO Monitored through: Parent and pupil views Records of Annual reviews. |
| Establish a mechanism for surveying the views of disabled learners in the school. | SENDCO to meet with children | Time for SENDCO to meet pupils | SENDCO | Summer 2020 | Headteacher |
| To ensure the aims of the accessibility plan are reviewed and shared with the governing body. | Governor meetings to review the accessibility plan. | | SENDCO SEND Governor | Summer 2020/Autumn 2020 | Governors |

Access to the physical environment

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| Areas for improvement | Actions to take | Resources | Responsibility | Timescales | Monitoring |
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| Improve the physical environment Ensure the new building work meets the needs of pupils and staff with disabilities. | Continue to take account of the needs of pupils, parents, visitors and staff with physical disabilities and sensory impairments when reviewing the environment and access to the environment. Ensure that all future building work/refurbishment take all reasonable steps to provide access for disabled people. | As appropriate to each refurbishment. | Headteacher Governing body | Spring 2020 | Headteacher Governors |
| Ensure that all areas have ramps to allow access to the school building. | Continue to take into account the needs of parents, pupils and staff. | | SENDCO Headteacher | Spring 2018 | Headteacher governors |
| Ensuring a stimulating and appropriate environment in which all pupils with a disability are able to be involved. | Continue to monitor and review policy on displays in classrooms and the use of role play areas. When necessary create access plans for individual disabled children as part of the Annual Review/EHC /IEP process | Resources to improve environment as needed. | Headteacher DHT EYFS Lead KS1 Lead | Summer 2020 | Headteacher DHT Monitored through: Focused learning walks Pupil views |
| Ensuring disabled parents are not discriminated against and have every opportunity to be involved in school. | Include questions in the confidential pupil information questionnaire about parents/carers' access needs Arrange interpreters from the RNID to communicate with deaf Parents. Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents. | Cost of adaptations/interpreters etc. | Whole School Team | | Headteacher Governors Monitored through: Information returns audit Parent views |

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| To improve community links | Raise school awareness of wider community. Look at and develop links with Forest Way School. Links with other schools in the community | | SENDCO | Autumn 2020 | Headteacher Governors |
| To continue to plan for the development of the playground and facilities. | Inclusive and child friendly play areas. | Sources of further funding e.g. PTA. | Headteacher | Spring/Summer 2020 | Headteacher |
| To ensure roads, driveway, paths around school are as safe as possible. | Communication with parents via text safety messages /letters/walk to school week/road and bicycle safety for Y6. Road safety assembly from the local police officers. | Funding for safety initiatives | Premises Officer SLT Y6 teachers | Summer 2020 | Headteacher Health and safety monitoring |
| To ensure all are aware of evacuation procedures in the event of a fire. | Class teachers and LSA's aware of pupils needs in relation to alarms, ramps and supervision. | Agreed plans for key children in place. | SENDCO Class teachers and LSAs | Reviewed as necessary. | Headteacher SENDCO |
| To improve access to the curriculum for pupils with hearing impairment. | Use of a radio for pupils as advised by the hearing support team. Use of a sound field system for pupils in class. | Sound field systems in place in classes where necessary. | SENDCO Class teachers | Reviewed annually in the summer term. | SENDCO Headteacher |

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| To ensure access to the building for all. | Ensure ramps are accessible. Provision of two disabled parking bays. Ensure correct height of tables, worktops in the kitchen, | | | | |
| To ensure all children with ASD and ADHD have a safe space | Ensure there is provision of a space to calm down with little sensory stimulus. | Cost of refurbishment of a calm down/nurture room. | SENDCO and Headteacher | Spring 2020 Completed summer 2020 | SENDCO Headteacher |
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Availability of accessible information

Aim 3: To improve the delivery of information to disabled pupils and parents.

| Areas for improvement | Actions to take | Resources | Responsibility | Timescales | Monitoring |
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| Communication with Parents with Hearing impairment improved. | Regular communication with parents Interpreter provided for parents' eve/annual reviews | Interpreter | SENDCO / Head of Hearing Support Team Family Support Worker | Reviewed annually | SENDCO/ Monitoring through: Parental views at Annual review |
| To ensure all children with ASD have access to the curriculum | Individualised strategies used for ASD children. Strategies from Autism outreach training implemented. | Autism Outreach training cost. | SENDCO Autism Outreach support | Spring 2020 with training updated annually. | SENDCO |
| To enable improved access to written information for pupils, parents and visitors. | Audit of information on website and accessibility of information. Audit of format/fonts for newsletters and curriculum information etc. SENDCO - Raising awareness of font size and page layouts to support pupils with visual impairments or Visual Stress/Dyslexia. Talks from those with expertise | Cost of resources Cost of visitor form Optometry. | SENDCO Head of library | Spring/Summer 2020 | SENDCO Monitor through: Parent views Pupil views EHCP records of process. |

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| | <p>in Visual stress.</p> <p>Auditing signage around the school to ensure that is accessible to all.</p> <p>Review documentation on website to check accessibility for parents with English as an Additional Language: Some welcome signs to be multilingual</p> <p>Continue to promote the SENDIASS service which is designed to ensure that parents and carers of children with special educational needs (SEN) have access to information, advice and guidance on SEN matters to allow them to make informed decisions about their child's education.</p> <p>Ensure office have knowledge of the availability of written material in alternative formats when specifically requested.</p> | | | | |
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| To review children's records ensuring school's awareness of any disabilities | <p>Information collected about new children. Records passed up to each class teacher. Each teacher/staff member aware of disabilities of children in their classes</p> <p>Medical forms updated annually for all children</p> <p>Individual Personal health plans reviewed</p> <p>Review of Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom etc.</p> <p>Review of in school record keeping system on disability.</p> | Administration time | SLT | Summer 2020 reviewed annually | <p>Headteacher Governors</p> <p>Monitoring through: Staff interviews Pupil progress and Performance management meetings.</p> |
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