



ALL SOULS' CHURCH OF ENGLAND PRIMARY SCHOOL

Accessibility Policy

Reviewed: March 2023
Next Review Date: March 2026

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

The Governors and staff at All Souls' School are committed to full and equal access to both the building, the activities that take place within the premises and through the curriculum for all children and adults upon which aspects might have an impact. This is implicit in our ethos statement and Equal Opportunities Policy.

Whilst every reasonable effort has, and will be, made to achieve this there are certain constraints, largely due to the age and nature of the building that are difficult or impractical to overcome. Where this is the case alternative solutions have been found.

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 Souls' School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period.
4. The Accessibility Plan will contain relevant actions to:
 - ❖ Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - ❖ Increase 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; (If a school fails to do this they are in breach of the DDA). 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.
 - ❖ Improve and make 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 in line with this policy. 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. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

All Souls' Church of England Primary School Accessibility Plan 2020 - 2023

AT ALL SOULS' CHURCH OF ENGLAND PRIMARY SCHOOL

IDENTIFYING PUPILS WITH DISABILITIES					
Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
Audit of pupil needs and staff training to meet those needs.	Review admissions paperwork to identify the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Inclusion Lead	Ongoing	All school activities are accessible to all pupils
Training for Awareness Raising of Disability Issues	Provide training for governors and staff.	Whole school community aware of issues relating to access.	SLT	Ongoing	Community will benefit by a more inclusive school and social environment
IMPROVING THE DELIVERY OF WRITTEN INFORMATION					
Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Office/SLT	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Office/SLT	Ongoing	Delivery of school information to parents and the local community improved

when specifically requested.					
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it.	Office/SLT	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.

INCREASING ACCESS FOR DISABLED PUPILS IN AND OUT THE SCHOOL CURRICULUM

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils. Staff make preliminary visit, where practical, and assess access.	Review all out-of-school provision to ensure compliance with legislation Possible release for staff to visit venue if necessary.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	SLT	Ongoing	All out of school activities are accessible to all disabled pupils HT to check all risk assessments/trip overviews.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Teaching Staff	Start of each year	Increase in access to the National Curriculum.

INCREASING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
Provision of wheelchair accessible toilets.	Maintain a wheelchair accessible toilet.	Fully maintained and useable disabled toilet area in place.	SBM/HT	In place and Ongoing	Physical accessibility of school increased
Improve independent access within school.	Ramps and lifts to ensure access to all parts of the building. Automatic door closures throughout school.	Pupils, parent/carers and staff have access to all parts of the school	SBM/HT	September 2017	Physical accessibility of school increased Disabled people have independent access to all parts of the school

During Health and Safety visits SBM/Governor to make a note of obstructions and to arrange for removal.	Caretakers to assist the governor on ensuring all obstructions are removed immediately.	A safe clear environment	Caretaker	ongoing	Safer environment within school.
Review evacuation routes every new year during class reorganisation in light of additional needs of the children in the class.	Each summer term all class teachers review their pupils needs and ensure additional needs are met. Individual PEEPS in place.	Accessible routes for all pupils.	Class Teachers/Inclusion Lead	Each summer term or when pupil needs change.	Clear evacuation routes throughout the school.
Ensure portable ramps are available for when physical disabled pupils, parents/carers and staff attend building.	Ensure ramps are easily accessible by all staff and visitors if required	Access to all parts of the school.	Caretaker	ongoing	Physical accessibility of school increased.
Look into signs and symbols to support children and adults who are deaf or hard of hearing.	SBM to consult with SENCO if any additional signs or symbols are required.	Support in place for pupils, parents and staff if hard of hearing	SBM/Inclusion Lead	By Summer Term	Delivery of school information to pupils & parents with hearing difficulties improved.

