



A Family, Uniquely made and loved by God.

All Saints Laxfield Primary School

Accessibility plan

Approved by:	Governors	Date: Summer 2020
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Last reviewed on:	Summer 2023
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Next review due by:	Summer 2026
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At All Saints Laxfield Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We have adopted the All Saints Schools Trust Equality Policy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Curriculum Committee.

It will be approved by the Local Governing Board.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs & disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

Details of All Saints Laxfield Priamry School site				
Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All Saints Laxfield Primary School Primary is built on one floor.	N/A	N/A	N/A
Corridor access	All corridors and doorways, including access to classrooms are wide enough to accommodate a wheelchair. There are no lips or barriers in between corridors and doors which would impede access.	N/A	N/A	N/A
Lifts	None of site	N/A	N/A	N/A
Parking bays	There is a school car park by the school entrance and a large car park opposite the school. There is a marked disabled parking bay in the large car park and disabled parking is available on site.	Inform disabled badge holders on request, they are allowed to park in either the small or large car park.	Office	N/A
Entrances	School site: The school gates are wide enough for wheel chairs and disabled access is through the main entrance.	N/A	N/A	N/A
Ramps	There is a ramp off the playground providing access to the school.	N/A	N/A	N/A
Toilets	The school has one disabled toilet located in the corridor by the school office.	N/A	N/A	N/A
Reception area	The reception area is large enough to accommodate a wheel chair, as are the doors. The office has a sliding window, low enough for a wheel chair user to communicate with the school office.	N/A	N/A	N/A
Internal signage	All internal areas have signage and all rooms have labels on the doors.	N/A	N/A	N/A
Emergency escape routes	All areas have emergency lighting and all fire escape routes have appropriate signage. Each room has a fire escape plan and the route to the fire meeting point is highlighted. The routes are accessible for a wheelchair.	N/A	N/A	N/A

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The tables below sets out how the school will achieve these aims.

Increase access to the curriculum for pupils with a disability

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The curriculum is reviewed to make sure it meets the needs of all pupils.	SLT/ Subject Leaders to monitor quality of differentiation and provision for SEND pupils.	SLT/ Subject Leaders to monitor teaching plans and pupil's books.	SLT/ Subject Leaders SENCO	Ongoing	Differentiation for pupils is effective and making an impact on progress of learning.
	Differentiation in teaching is in place to cater for everyone's needs. Reasonable adjustments are made to cater for specific needs and disabilities, e.g. ASD pupils. We use resources tailored to the needs of pupils who require support to access the curriculum	Interventions	SLT to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	SENDCO Teachers	Ongoing	Interventions tailored to individual/group needs and having an impact on pupil's progress and attainment.
	Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability	Staff to produce, implement and review provision maps and Pupil Passports.	SENCO to monitor the production and delivery staff training to teaching staff.	SENCO	Ongoing	Teachers producing clear provision maps for their class and Pupil Passports are in place and reviewed with parent/carers regularly.

<p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Pupils with disabilities have access to IT equipment e.g iPads</p> <p>Visually impaired pupils have coloured overlays or work on coloured paper. Fonts are at the appropriate size.</p> <p>All school trips and visits are inclusive. Reasonable alterations and adjustments are made.</p> <p>All pupils to access after school clubs.</p>	<p>Staff training insupporting pupils with SEND – focus on keyareas of need within the school: SLCN, SPLD, AS, Dyspraxia</p>	<p>SENCO to arrange for training where possible. Identify gaps in knowledge and seek external advice if necessary</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Staff are knowledgeable and are skilled in supporting pupils with a particular SEND.</p>
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Improve and maintain access to the physical environment

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The accessibility audit undertaken shows that disability access to and from the school and in and around the school is good.</p> <p>The school liaises with parents and community to ensure accessibility, and we liaise with nurseries/pre-schools to prepare for any pupils with additional needs.</p> <p>Corridors and the Hall are hard flooring. Carpets in classrooms are wheel chair friendly and have been done with disability access in mind.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled access for parking • Disabled toilets 	<p>Corridors – cloakrooms</p> <p>Look into the need to bring bags to school, that when in the cloakroom narrow the corridor.</p>	<p>Keep corridors clear from obstructions.</p>	<p>All staff</p>	<p>From Summer 2023</p>	<p>Corridors are kept free from obstructions.</p>

Improve the delivery of written information to pupils

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of written information to pupils</p>	<p>Visually impaired pupils have coloured overlays or work on coloured paper. Fonts are at the appropriate size.</p>	<p>Availability of written material in alternative formats when specifically requested.</p>	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Material is available in different languages.</p>
	<p>Advice is sought from other professional agencies and followed up in school to allow better access for pupils with a disability and those whom English is an Additional Language.</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Microphone linked to hearing aids 	<p>Review documentation on the school's website to check accessibility for parents with English as an Additional Language</p>	<p>The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p>	<p>SLT Governors</p>	<p>Ongoing</p>	<p>Material available to parents with English as an Additional Language</p>

