

**ACCESSIBILITY PLAN / POLICY**  
**All Saints' Federation**  
**2017-2020**

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## School Accessibility Plan/Policy

Person Responsible for Implementation and Monitoring: **Headteacher / Inclusion Manager**

All Saints' Federation has been described as a school that „actively promotes caring for one another“ and that „the school's Core Values of Community, Courage, Thankfulness and Forgiveness come alive through the work of pupils.

We aim to give each and every child the very best start in life to enable them to go on to be confident, successful and responsible adults.

Our dedicated and committed staff team work very hard to provide a safe and secure environment in which every child can thrive and flourish – academically, socially, emotionally, creatively and physically.

All Saints' Federation provides a vibrant learning environment where all children are provided with opportunities to succeed. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of our children matter.

### **Purpose of Plan**

This plan shows how All Saints' Federation intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

It is the school's duty to provide reasonable adjustments in its day to day operation to ensure we are as accessible as is possible.

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

### **Contextual Information**

All Saints' Federation was built in 1950's and is a primary school used predominantly for school purposes, but the school grounds and hall are used for out of school activities. Access into school has level access for wheelchairs and a disabled toilet is available.

At present we have no wheelchair dependent pupils or staff but we have extended families of children who access school for performances and events. (occasionally we do have children who are wheelchair dependant and they have full mobility and access around school.

### Current Range of Known Disabilities

The school has children with a range of disabilities which includes moderate and specific learning disabilities.

We have a small number of children who have a hearing impairment and significant medical needs.

### Increased access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the schools work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of training needs on curriculum access Assign CPD for any additional disabilities not previously addressed and when relevant.  Use the support of external agencies	On-going and as required	Inclusion Lead	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD. Use the support of external agencies.	On-going and as required	Inclusion Lead	Raised confidence of support staff
Ensure that all staff are aware of childrens curriculum access	Ensure access plans for disabled pupils are maintained and updated. Information with all agencies involved with the child.	As required	Inclusion Lead	All Staff are aware of individual needs
Use IT software to support learning	Make sure software is installed when needed	As required	IT technician	Wider use of SEND resources in classroom

All Education visits to be accessible to all	Ensure Educational Visits Policy provides guidance for staff on making trips accessible. Specific risk assessments to be completed for individual children	As required	HT/EVC	All pupils are able to access and take part in a range of activities
Ensure that the PE curriculum is accessible to all through monitoring	Monitoring of individual pupils and their disability needs, providing equipment as needed. Assessment of the need for specialised as and when appropriate.	As required	PE subject leader	All to have access to PE and be able to excel
Ensure that new staff are aware of their responsibilities in regard to the Equality Act	Disseminate policies and plans to relevant staff, GB and online	As requires and appointment of new staff	Inclusion lead and SBM	Staff and GB have an understanding of their roles and responsibilities

### Improving access to the physical environment of the school

All Saints' Federation continues to develop its outside areas to ensure outdoor learning takes place. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools' improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils as part of the EHC process when required	As required	Inclusion lead	EHC plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff and governors and parents access needs and meet as appropriate	Induction and on-going	Headteacher	All staff and governors feel confident their needs are met
	Through questions and	Annually		Parents have full access to all school activities

	discussions find out the access needs of parents/carers through newsletter.  Consider access needs during recruitment process	Recruitment		Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign and ensure sufficient and relevant signage.	As required	Headteacher Governors SBM Premises Manager	As any build takes place, space created is usable by all
Ensure all disabled pupils can be safely evacuated	Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Ensure that all staff are aware of their responsibilities	As required  Each September	Inclusion Lead SBM	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure disabled parking bay is maintained and visual	The line painting of the parking bays needs to be maintained.	On going	Premises manager	Parents and visitors can access the school
Ensure safe parking within the parent /visitor car park	Double yellow line marking and no parking marking is in place in the car park to stop vehicles parking in dangerous locations	On-gong	Premises manager	Safe parking
Maintenance of the disabled toilet when next updated	Maintenance of the disabled toilet when next updated	On – going maintenance	Premises manager and SBM	Accessible for wheelchair users
Front door to school needs to be automated if replaced. The opening resistance of the entrance doors was not measured,	Consideration should be given to providing automated entrance doors if major	As required	SBM and Premises Manager	Easy access into school

but was considered to be acceptable.	refurbishment of the building is undertaken, or a specific need is identified.			
Garden / wildlife area/	Ensure that disabled persons have access to these areas and reasonable adaptations are made as required	As required	Headteacher SBM Premises Manager	Access to all areas provided

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to those that are disabled. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools' ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English and provide enlarged clear print for people with visual impairment. Provide braille copies for any blind parents and pupils</p> <p>School office will support and help parents to access information and complete school forms.</p> <p>Ensure website and all documents are accessible via the school website for specific needs.</p>	<p>During Induction</p> <p>On-going</p>	Office	All parents receive information in a format that they can access and understand the headlines of the school information.

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Inclusion Lead	Staff produce information for children that is accessible and the office for parents
Annual review information to be as accessible as possible	EHC plans and reviews are child-friendly	On-going	Inclusion Lead	Staff are more aware of pupils preferred methods of communication
Languages other than English are visible in school	To make all Welcome signs multi-lingual where appropriate and to ensure that they include the language of the school	On-going	Inclusion Lead and School Business Manager	Confidence of parents to access their child's education.
Provide information in other languages for pupils or prospective parents who may have difficulty with hearing or language.  Provide information in simple language, symbols, large print and braille for prospective pupils, parents or carers who may have difficulty with standard forms of printed information.	Access to LA translation service, sign language, interpreters to be considered and offered if possible.  Ensure that website is fully compliant with requirement for access by person with visual impairment. Ensure that the prospectus is available on the school website when updated.	As required  On-going	Inclusion Lead and School Business Manager  School Business Manager	Pupils and or parents feel supported and included  All can access information about the school