

**All Saints CE First School**

***Loving and learning with Jesus***

*“Let your light shine before you”*

*Matthew 5:16*

**Accessibility Plan 2021-24**

### Our Vision

***Loving and learning with Jesus***

*“Let your light shine before you”*

*Matthew 5:16*

As a Church of England school and a member of the Uttoxeter Learning Trust, the teachings of Jesus and our Christian Values are at the heart of all we do, our children and staff serve with courage, compassion, aspiration and hope to live life in all its fullness allowing them to flourish and shine.

**Our Mission**

* FAITH: Providing an environment where Christian values underpin all we do, where worship flows into our learning and where all children appreciate the value of other faiths whilst being rooted in a Christian community. Trust
* LEARNING: Achieving high standards in learning by identifying and providing for the needs and talents of each pupil to enable them to achieve their potential. Service
* OPPORTUNITY: Providing opportunities for pupils to be curious, creative and inspired by taking part in a range of educational experiences, visits and extra-curricular activities. Courage
* UNDERSTANDING: Establishing a caring community which recognises equality of opportunity, diversity and raises awareness of moral values within a Christian ethos. Compassion
* RESPECT: Promoting high standards of behaviour and fostering a sense of respect and responsibility for self and others. Respect
* INDEPENDENCE: Helping children develop a range of skills to be confident and self-assured learners with excellent attitudes to learning. Generosity
* SELF-MOTIVATION: Fostering self-reliance, so that pupils enjoy the challenge of learning and are resilient to failure. Perseverance
* HAPPINESS: Creating a safe, nurturing and stimulating learning environment in which children can flourish. Friendship

**Aims of the Accessibility Plan**

This plan outlines how All Saints CE First School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

* Pupils’ parents.
* The headteacher and other relevant members of staff.
* Governors.
* External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**The accessibility audit**

* 1. The governing board will undertake a regular Accessibility Audit.
	2. The audit will cover the following three areas:
* **Access to the curriculum**– the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment**– the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information**– the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
	1. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
* **Ambulatory disabilities**– this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities**– this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities**– this includes those with visual impairments and sensitivities
* **Auditory disabilities**– this includes those with hearing impairments and sensitivities
* **Comprehension**– this includes hidden disabilities, such as autism and dyslexia
	1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
	2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.
	3. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum – action plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target** | **Who** | **Timescale** | **Outcomes / Success Criteria** | **Complete** |
| Learning aids to be produced | SENCO | Ad hoc | Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils | In line with current pupils needs |
| Intervention training for support staff | SENCO |   | Support staff able to work with increased knowledge and provide appropriate resources for pupils | In line with current needs |
| Termly learning support meetings to take place to assess and address pupil needs.  | SENCO | Via annual EHCP assessment | Pupil needs reviewed and being addressed.  | In line with pupils personal plans |
| Staff trained to meet individual medical needs of pupils where applicable.  | Headteacher | Ad hoc | Staff completed training for specific needs.  | Epi pen training and asthma awareness training for relevant staff in line with pupil needs |

Access to the Physical Environment – action plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target** | **Who** | **Timescale** | **Outcomes / Success Criteria** | **Complete** |
| Ensure each area of the school has wheelchair access and egress. |   |   | The environment is adapted to the needs of pupils | Yes |
| Develop a disabled access toilet  | Headteacher |   | A disabled access toilet available with shower and changing facilities. | Yes |

Access to Information – action plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target** | **Who** | **Timescale** | **Outcomes / Success Criteria** | **Complete** |
| Understand the needs of pupils and ensure information is available in relevant formats* Large print
* Braille
* Pictorial or symbolic representations

  | SENCO | Ad Hoc | Pupils have access to curriculum information and all other school information in a format that meets their needs |  In line with current pupils needs |
| Ensure signage is suitable for non-readers, is clear and well situated | Headteacher | Ad Hoc | Pupils are able to navigate the school regardless of any disability |   |
| The school makes itself aware of the services available through the LA for converting written information into alternative formats | Headteacher | Ad Hoc | Pupils have access to curriculum information and all other school information in a format that meets their needs |   |