

Accessibility Plan

Aims

Under the Equality Act 2010 schools should have an Accessibility Plan which sets out the proposals of the Governing Body to ensure access to education for disabled pupils.

According to the Equality Act 2010 a person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the Governing Body's proposals in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe)

The school aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.



Improving access to Teaching and Learning and the Curriculum

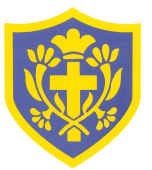
Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
All school trips/visits are accessible to all.	Develop guidance for staff on making trips accessible.	Ongoing	May be additional cost per trip	Headteacher/SLT/All Staff	All pupils in school are able to access all school trips and take part in a range of activities.
	Risk assessments will state any adaptations necessary, including extra adults	For all trips/visits		Lead Teacher on trip	
Teaching and learning, particularly whole class teaching, is accessible to all	Pupils with an EHCP receive appropriate support to be able to access learning	Ongoing	LSA training Provision of Laptop	Headteacher/SLT Inclusion Manager	All pupils make progress from their starting points
	Provide appropriate technology (hearing loop) to facilitate hearing impaired pupils have full access to teaching Work and liaise with Wandsworth Sensory Support Service	Daily use, ongoing for pupil's time at All Saints' Ensure that adults leading assemblies or other activities use technology when needed 5 laptops were loaned out to families to enable them to fully access remote education during the pandemic	Cost of technology, e.g. for pupils with hearing impairment	Inclusion Manager in liaison with Wandsworth Sensory Support Service	All pupils can access all parts of the curriculum Children were not disadvantaged by lack of technology during lockdown



All Saints' C. of E. Primary School
Rooted in Faith, Growing Through Learning



<p>Develop our 'enabling environments' within classrooms as well as in outside and communal areas</p>	<p>Provide resources to meet the needs of all pupils, including technology, learning resources</p> <p>Maintain the 'Bubble' sensory tent to provide a space to support good emotional health and well-being</p>	<p>Ongoing</p>	<p>Class budgets</p> <p>School Funds</p>	<p>Headteacher/SLT/Class teachers</p> <p>SYCOL Leads</p>	<p>The classroom environment and other areas complements the teaching in the classroom allowing all pupils to flourish</p>
<p>Mental Health and Well-Being receives equal attention in the curriculum</p>	<p>Refresh the PSHE curriculum with training for new members of staff and support from PSHE coordinator</p> <p>Increase the number of ELSA's across the school via training and utilise their knowledge to promote Mental Health and Well-Being</p> <p>Organise Mental Health weeks</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>n/a</p> <p>Funded through borough</p>	<p>SLT/PSHE Subject Leader</p> <p>ELSA</p>	<p>Pupils will be aware of the impact of mental health on well-being</p> <p>Individual pupils will get support from ELSA's</p>



	Put in place a Recovery Curriculum to address both academic and social and emotional learning gaps resulting from the coronavirus pandemic	Autumn 2020 and beyond Continuing into 2022-23 academic Year Catch up and Recovery Booster Sessions ran Spring and Summer 2022, continuing Spring 2023		SLT/All Staff	The impact of the coronavirus and time out of school is analysed and interventions put in place to support children academically and emotionally
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Improving access to the physical environment

Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
School is aware of the access needs of disabled pupils, staff and visitors. Ensure the school is a safe environment for a new pupil with a disability such as significant visual impairment or physical disability	Access plans for individual disabled pupils, staff and visitors are circulated to relevant people. Facilitate an environmental audit	Ongoing Prior to entry to school	Time Materials (paint/tape etc) to render the school site as safe as possible.	SENCO Premises Manager	All pupils, staff and visitors have access to the school site and can use it effectively and safely.
	The office refurbishment and new foyer works take into account access for disabled staff	Works complete	New foyer reception desk with space for a wheelchair – included in cost of project	SLT/Governing Body/School surveyor/contractors	



Improving access to Information and Communication

Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
Information is accessible to all parents and communication and transactions are made as simple as possible	Paper copy of all letters home to parents who cannot receive the digital copy Provide, where needed, translations of key guidance (DfE Covid-19 guidance now available in several languages)	Ongoing	Time Printing costs	SLT/Office staff	All parents receive information in format that they can access. Parents can make electronic payments
	Online payment system is introduced for school lunches, trips, clubs, uniform	Training office staff in November 2020 System launched January 2021, handling school lunches and payments for visits/trips etc	School Comms app Email communication moved from Parentmail to School Comms January 2022	SLT/Office Staff	Reduction in time-consuming tasks for office staff. Reduction in amount of cash onsite Reduction in use of paper

Improving access to admissions for Pupil Premium Grant pupils

Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
To ensure the school intake includes vulnerable pupil groups including pupils in receipt of PPG	Ring-fence 3 school places in Reception class for pupils with PPG – Admissions criteria	Ongoing Reception 2021 process ongoing	Time	Admissions Officer Governors Admissions Panel,	School intake includes groups from diverse socio-economic background.

Reviewed January 2023 by CW and CaW– submission to the meeting of the Pupil’s Committee