All Saints' C. of E. Primary School

Accessibility Plan

Date: October 2026

Vision:
Rooted in faith.
Growing through learning.
Enabling all to flourish.



***Philippians 4:13** - 'I can face all things through Christ who strengthens me'.*

The Deputy Designated Safeguarding Leads (D-DSLs)
Gemma Osafo – Deputy Head Teacher
Louisa Ball – SENCo
Janet Sharp – KS2 Phase Leader

Online Safety Lead (OSL)
Janet Sharp – KS2 Phase Leader

Designated Member of Staff for Looked After Children
Louisa Ball – SENCo

Governors with Responsibility for Safeguarding
Simon Oddie and Jacynth Bennett

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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.

All Saints' is committed to treating all pupils and their families fairly, with dignity, respect, respect and consideration. This includes supporting the needs of young carers and ensuring that the school is accessible, inclusive and welcoming to all parents/carers, including those with disabilities, illnesses and/or additional needs. We will work to identify and remove any barriers to effective communication and participation.

The Accessibility Plan will be available on the school website, with paper copies provided upon request in an accessible format where required.

All Saints' is committed to ensuring that staff receive appropriate training in equality and diversity, with particular reference to the Equality Act 2010 and disability awareness. This will support staff in understanding and responding effectively to the needs of pupils, parents and carers with disabilities.

The school will work collaboratively with relevant partners and external agencies to support the development and effective implementation of the Accessibility Plan.

Our school complaints procedure covers matters relating to the Accessibility Plan. Parents, carers and other stakeholders who have concerns about accessibility within the school are encouraged to raise these through the established complaints procedure.

As part of our ongoing commitment to effective communication with parents, carers and other stakeholders, we will regularly review and evaluate accessibility across the school. This will include gathering feedback through data collection, questionnaires, consultations and discussions with parents and carers. The information gathered will be used to identify areas for improvement and inform future accessibility priorities.

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.

3. Action plan

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

Improving access to Teaching and Learning and the Curriculum:

Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
Ensure leadership are aware of the potential barriers to achievement for particular groups (eg, SEN, EAL, PP)	Provide regular CPD on Quality First Teaching strategies for all. Practice is evidence-informed and based on relevant research. Regular review of data to identify trends for groups with particular protected characteristics, and set subsequent specific action points.	Ongoing	SLT time – data analysis Staff training (Teachers and Support Staff) Timetabling	SLT Teachers	All staff will be confident in meeting the needs of all children, including those with additional learning or physical needs. All children achieve and make at least expected progress as a result of appropriate, personalised learning. All staff support children with disabilities effectively and appropriately. All pupils can access all parts of the curriculum. The school environment meets the needs of all children.
	Where necessary, provide appropriate technology (eg, a hearing loop) to ensure hearing impaired pupils have full access to teaching. Work and liaise with the Wandsworth Sensory Support Service.	Ongoing, daily use	Cost of technological equipment	SENCo, in liaison with the Wandsworth Sensory Support Service.	

All school trips/visits are accessible to all.	All staff will be aware of and follow the agreed trips and visits proforma, which considers how trips can be made accessible for all. New staff will be made aware of this during induction.	Ongoing For all trips/visits	May be additional cost per trip	SLT All teachers	All pupils in the school access all school trips and take part in a range of enriching activities. Individual risk assessments are written for all pupils who require one.
	Risk assessments will state any necessary adaptations, including additional adults.	For all trips/visits		SLT Teachers leading on trips	

Improving access to the physical environment:

Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
Pupils with medical conditions are well supported.	Review and update the school's Medical Conditions Policy and Allergy Safety Policy. Ensure staff and parents are aware of medical policy. Ensure all staff are informed of medical needs in September, and the needs of any	Ongoing IHPs implemented on entry to the school.	SLT time – data analysis Staff training (Teachers and Support Staff) Allocated time with the School Nurse	Headteacher Governing body SENCO/Medical Lead – in liaison with the school nurse	Children with medical needs have suitable support from well informed staff. Children with medical conditions are not disadvantaged in their progress or attainment. Individual Healthcare Plans (IHPs) are in place

	new children, or new needs that arise. Liaise regularly with the parents of children with medical needs or disabilities, including in the development of Individual Healthcare Plans (IHPs).				for all pupils who require one. All staff understand the needs of pupils with specific medical conditions, and they have access to Individual Healthcare Plans (IHPs).
Ensure all classrooms are accessible for neurodivergent pupils and pupils with physical disabilities.	Regularly monitor classroom environments to ensure they are accessible for all children, eg autism friendly. Ensure working walls are purposeful, easily accessible and not visually overloaded.	Ongoing	Time School funding for resources	SLT SENCO Teachers Premises Manager	Classrooms are optimally organised to promote the participation and independence of all pupils, including those with disabilities. The classroom environment compliments teaching, allowing all pupils to flourish.

Personal Development and Well-Being:

Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
Ensure all children are aware of how to keep themselves safe, including online.	Pupils explicitly taught ways of recognising and managing emotions, and are taught practical strategies to support their emotional development. Online safety taught cyclically as part of the Computing curriculum. Organise online safety week for children, as well as regular parent workshops. Increase the capacity of ELSA's within the school to provide increased social, emotional and mental health support to pupils each term.	Ongoing	Staff cover to deliver parent workshops Resources to support emotional regulation (eg, regulation stations)	SLT Online Safety lead Computing lead ELSA's	Pupils will be aware of the impact of mental health on their own well-being. All pupils can confidently name trusted adults who they can go to for help if/when safety concerns arise. Increased ELSA support for individual pupils. Pupils are well prepared for life beyond Primary School.

Improving access to Information and Communication:

Targets	Actions	Timescale	Resources/cost	Responsibilities	Outcomes
Ensure all families feel represented within the school community.	Review the representation of families across all school groups. Identify barriers to participation. Actively encourage a diverse range of families to become involved in school groups. Provide accessible and flexible opportunities for families to contribute and participate in school life. Ensure parents representatives are supported to communicate their views and the views of the school community. All staff to complete the Hemisphere EDI training	Ongoing Review annually January 2027	Staff time Communication costs CPD time	SLT Office Staff Governors/parent representatives	A wider range of families participate in school bodies. Representation increasingly reflects the diversity of the school community. Families report feeling welcomed, listened to and represented, and evidence shows that family views influence school decisions.

4. 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 the SENCo and Headteacher.

It will be approved by the governing body.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Special Educational Needs (SEN) Information Report
- SEND and Inclusion Policy
- Medical Conditions Policy

Signed:



Date: October 2026
Date of Next review (every 3 years): October 2029