






The Lord Almighty is holy. His glory fills the world. (Isaiah 6:3)

We strive to live holy lives through
 "... love that is patient and kind" that "never gives up"
 enabling us to "Go out into the world, and love the people we meet."
 (Saint Paul and Saint Teresa)

SERVICE	THANKFULNESS	UNDERSTANDING
		
SAFE	HAPPY	LEARNING

All Saints Inter-Church Academy

Accessibility Plan 2022-2025

Date of policy	September 2022	Responsibility	Full Governing Body
Date of review	September 2023	Approval date	
Commitment to equality	At All Saints Inter Church Academy we believe that the provision of an outstanding education which develops a wide range of skills is crucial for opening up opportunities and increasing the chance of a successful life for every pupil. As a school, we are therefore committed to avoiding discrimination and promoting equality at all levels and recognize that by doing this, attainment and progress of all pupils will be improved.		

Section 1: Introduction

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. The plan is to be reviewed and updated at least every three years.

2. Our aims are to:

- Ensure that children with disabilities are welcomed into the school community and supported to thrive with regards to their learning and personal development.
- To support the language development of our children with disabilities.

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Ensure that children with disabilities are welcomed into the school community and supported to thrive with regards to their learning and personal development.</p>	<p>All activities in school and educational visits are planned so that all children can take part, irrespective of disability. Staff training encompasses the needs of those with disabilities currently on roll. Classroom environments and whole school environments are planned to provide equal access for those children with disabilities, including mobility issues. Training is planned for two teaching assistants to become 'Thrive' practitioners, to support children with a disability in terms of their self-esteem and mental health. A play therapist is employed by the school to further support pupils' mental well-being where required. The school works with agencies such as the Occupational Therapy team and the Physiotherapy team to provide appropriate support for children with disabilities. The school Inclusion Manager promotes an 'open door' policy to foster good relationships with parents and carers of children with disabilities.</p> <p>Entrances are ramped/ flat (or could be made so should the need arise where this is currently not the case), and corridors are wide enough for</p>	<p>1. LT - Continue to develop and maintain the school environment so that it is accessible to members of the school community with disabilities. Ensure existing facilities for disabled pupils are maintained and serviced.</p> <p>2. LT - Continue to promote a culture in school where difference and individuality is celebrated.</p> <p>3. MT- Increase whole staff knowledge and confidence in supporting children with physical disabilities.</p> <p>4. ST - Respond individually to the needs of disabled pupils who join the school by working closely with parents and other agencies. Make any reasonable adjustments to the environment where necessary.</p>	<p>1. Headteacher and Inclusion Manager to work in conjunction with Site Manager/ Caretaker to develop the school environment in line with the needs of our community. Site Manager to maintain current accessibility measures in place; maintenance and services of facilities is included in routine program of property maintenance.</p> <p>2. SLT to continue to promote individuality and difference through school with a diverse and inclusive curriculum, PSHE sessions, texts that are representative of varied groups in society, and imagery around school to promote diversity.</p> <p>3. Book training sessions with professionals, in the first instance for teaching</p>	<p>D Pickard/ I Johnson/ Site Manager</p> <p>SLT</p> <p>I Johnson</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing through academic</p>	<p>1. All children, regardless of need, will be able to access their learning environment and the wider school in a manner which provides them with equal opportunities to their peers. Where changes are needed to cater for children with disabilities, these will be made in a timely manner. School will work with parents and carers and lead professionals when making these adjustments. Servicing and maintenance of all facilities is carried out at appropriate intervals.</p> <p>2. The school curriculum will reflect the whole breadth of our diverse 21st Century society. Individuals will be selected for study who represent a wide variety of groups. PSHE sessions will promote individuality and welcoming difference. Texts available in classrooms and</p>

	wheel chair users. Disabled toilets are on site.		<p>staff and with IJ facilitating for support staff.</p> <p>4. Continue to foster close links with parents and families through contact with Inclusion Manager. Ensure all information from previous educational settings/ professionals is received in a timely manner and shared with class teachers/ support staff.</p>	I Johnson	<p>year 2022-23</p> <p>Ongoing</p>	<p>the library will also promote this, as will any imagery used around school and in learning spaces.</p> <p>3. Teaching staff will receive training on various aspects of physical disability over the course of the year. IJ will have facilitated the training of TAs. This training will inform future practice (e.g. in the writing of APDRs).</p> <p>4. Parents and carers will feel comfortable when talking to lead individuals at school and relationships will be transparent and mutually beneficial. Inclusion Manager will ensure all relevant information is received and clearly explained to school staff working with the relevant children.</p>
To support the language development of our children with disabilities.	Language development is heavily promoted throughout the school and this is no different for our children with disabilities. We consider the needs of individuals very carefully when planning language development; school works with the Speech and Language Therapy Service, Educational Psychologist and Specialist Teaching Team and implements any recommendations made. We put in place necessary interventions, such as Talk Boost, to	<p>1. LT - Continue to provide an environment where communication in writing e.g. signs and labels, is supplemented with photographs and pictures to assist all pupils.</p> <p>2. MT - Develop the use of Widget software across school to ensure visuals are standardized from Early</p>	<p>1. Teachers ensure communication in writing is accompanied with visuals where possible. Teachers to ensure fonts used are easy to read. Inclusion Manager to monitor.</p> <p>2. Make the transition to using Widget for all visual timetables/ 'now and</p>	<p>I Johnson/ Teaching Staff</p> <p>I Johnson</p>	<p>Ongoing</p> <p>By end of Autumn</p>	<p>1. Learning Walks will discover that written communication and pictures/ photos are used in classroom/ wider environments across the school. Children will use these to support their learning.</p> <p>2. All class visual timetables/ individual visual</p>

	<p>support individuals with SALT development.</p> <p>Where pupils on roll use additional means of communication, for example Makaton, staff will receive training and work closely with other agencies and parents to provide consistent support with language development. Visual cues, including photographs, visual timetables and signs/symbols are used with any children who may benefit.</p>	<p>Years to Y6.</p> <p>3. ST - Respond individually to the communication needs of disabled pupils who join the school by working closely with parents and other agencies.</p>	<p>next' boards/ key visuals around school.</p> <p>3.Inclusion Manager to attend transition meetings and ensure school is able to support whatever communication systems new pupils with disabilities may use. Continue to liaise closely with relevant outside agencies.</p>	<p>I Johnson</p>	<p>2022/23</p> <p>Ongoing</p>	<p>timetables/ now and next boards/ key visuals around school will use the images from Widget. This will allow for continuity across school.</p> <p>3. Inclusion Manager to attend meetings and implement systems/ resources on a case-by-case basis. Inclusion Manager to regularly liaise with key professionals.</p>
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Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Whole school is on one storey. Accessible offices on the ground floor.	None needed.	-	-
Corridor access	Corridors are wide and spacious. Corridors are kept free of obstacles.	Ensure all corridors remain free of furniture/ displays which could impede easy access. Ensure all routes around school are safe and free from trip hazards.	Site Manager	Ongoing
Lifts	None	None needed	-	-
Parking bays	Car park outside school building.	Two disabled car parking spaces in car park.	SLT/ Site Manager	Ongoing
Entrances	All entrances are wide enough for wheel chair access.	None needed	-	-
Ramps	The majority of entrances/ exits are at ground level. Where this is not the case (e.g. in the mobile), ramps are in place.	None needed	-	-
Toilets	A disabled toilet is provided in the main school building and in the mobile.	Keep sufficiency of disabled toilets under review if needs of pupils on roll change. Maintain disabled toilet.	SLT/ Site Manager	Ongoing
Reception Area	Reception Area is accessible to wheelchairs. Main doors open manually but buzzer can be used to summon assistance from Receptionist. Reception window/ hatch is set for standing height.	In any future remodeling of Reception Area, consideration could be taken to include an automatic door.	SLT/ Site Manager	Ongoing
Internal Signage	All classrooms have the class name on the door. Offices are also labelled. Toilets are indicated by signs with symbols. Fire Exit signs and symbols are in place at all relevant points.	Keep under review in order to meet the needs of any new pupils e.g. users of braille.	SLT/ Site Manager	Ongoing

Emergency Escape Routes	Fire exits are ramped/ flat and suitable for wheel chair users. Emergency evacuation procedures are displayed in key areas and routinely practiced with children. Where needed, a PEP will be drawn up for children with additional needs (Personal Evacuation Plan).	Keep under review via Fire Risk Assessment (completed bi-annually)	SLT/ Site Manager	Ongoing
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