All Saints Inter-Church Academy

Accessibility Plan

November 2025

This policy applies throughout the school, including in the EYFS. Our Christian Values are firmly rooted in this policy and underpin everything that we do.

Our vision as an Inter-Church school places Christian values at the heart of everything we do. We strive to live holy lives at All Saints 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)

The values of our school are encapsulated in the acronym SHINE – Service, Hope, Integrity, Nurture and Excellence.' As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10). These values underpin all our interactions with each other and support all members of our family to be Ready, Respectful, Safe

Section 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. 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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents/carers, staff and trustees of the school].

Section 2: Legislation and guidance

This policy complies with our funding agreement and articles of association, ensuring that all protocols and procedures reflect the statutory duties placed upon academies. In practice, this means:

- Alignment with DfE Requirements: All reasonable adjustments and accessibility measures outlined in this policy are implemented in accordance with the Department for Education's guidance and the SEND Code of Practice.
- Governance Oversight: The Board of Trustees monitors compliance with the Equality Act 2010 and SEND obligations as part of its governance responsibilities under the funding agreement.

- Risk and Accountability: Procedures for identifying, assessing, and meeting the needs of pupils with disabilities are embedded within our operational framework, ensuring accountability and transparency in line with our articles of association.
- Continuous Review: The school will regularly review this policy and associated practices to ensure they remain consistent with legislative changes, DfE guidance, and the conditions of our funding agreement.

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

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure that children with disabilities are welcomed into the school community and supported to thrive with regards to their learning and personal development.	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. 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.	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. 2. LT - Continue to promote a culture in school where difference and individuality is celebrated. 3. MT- Increase whole staff knowledge and confidence in supporting children with physical disabilities. 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.	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. 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. 3. Book training sessions with professionals, in the first instance for teaching staff and with SJ facilitating for support staff. 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.	M Harrison/I Johnson/ Site Manager SLT S Johnson S Johnson	Ongoing Ongoing Ongoing through academic year 2022-23 Ongoing	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. 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 the library will also promote this, as will any imagery used around school and in learning spaces. 3. Teaching staff will receive training on various aspects of physical disability over the course of the year. SJ will have facilitated the training of TAs. This training will inform future practice (e.g. in the writing of APDRs). 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.

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 support individuals with SALT development. 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.	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. 2. MT - Develop the use of Widget software across school to ensure visuals are standardised from Early Years to Y6. 3. ST - Respond individually to the communication needs of disabled pupils who join the school by working closely with parents and other agencies.	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. 2. Make the transition to using Widget for all visual timetables/ 'now and next' boards/ key visuals around school. 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.	S Johnson/ Teaching Staff S Johnson S Johnson	Ongoing By end of Autumn 2022/23 Ongoing	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. 2. All class visual timetables/ individual visual timetables/ now and next boards/ key visuals around school will use the images from Widget. This will allow for continuity across school. 3. Inclusion Manager to attend meetings and implement systems/ resources on a case-by-case basis. Inclusion Manager to regularly liaise with key professionals.

Section 3: Access audit

Feature *For example:*	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