

ACCESSIBILITY POLICY AND PLAN

All Saints Church of England Primary
School



Approved	Date: Sept 2025
Review	Date: Sept 2026

Our All Saints family shall arise and shine for the light of The Lord is upon us.

All of our policies are written with the aim of improving our school and of realising our Christian vision:



Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

The Governing Body of All Saints C of E Primary School recognises that disability discrimination duties and planning duties are owed to all pupils who are defined by the Disability Discrimination Act 1995 (DDA) as being disabled. The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The Governing Body's three key duties towards disabled pupils are:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of All Saints C of E Primary School Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.

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- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Reference has been made to the DfES document "Implementing the Disability Act in Schools and Early years Settings". Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Action Plan

Visions and Values:

All Saints Church of England Primary School is committed to:

- Providing a safe and secure learning environment sensitive to each child's personal and academic needs.
- Encouraging pupils to adopt healthy lifestyles.
- Recognising the worth of individuals, developing their independence and self-esteem.
- Encouraging respect, tolerance and consideration within the school and wider community.
- Delivering a broad balanced curriculum through a range of teaching and learning experiences to all pupils, irrespective of disability, ethnicity, religion, attainment, age, gender or background.
- Establishing and maintaining a positive partnership with parents and carers.

All Saints C of E Primary School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement (2000) The school:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

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Priorities for development of the visions and values that inform the plan:

All Saints C of E Primary School aims to be an inclusive school and actively seeks to remove barriers to learning and participation that may hinder or exclude individual pupils or groups of pupils.

- Disabled pupils and staff will not be treated less favourably than those without a disability.
- Reasonable adjustments will be made to ensure that pupils and staff with disabilities are not disadvantaged.
- The school will endeavour to anticipate the needs of disabled pupils and staff before they join the school.
- Accessibility will be a termly item on staff meeting agendas.

Information from Pupil Data and School Audit:

A DDA audit is undertaken each year to ascertain how many individuals fall into category.

Information from the audit is analysed to help inform future plans. Staff are aware of the DDA Act.

The school purchases a Health and Safety service from Medway Council annually that meets the legal obligation to appoint a competent Health and Safety advisor and supports compliance with other legal requirements.

Priorities for the development of information to support the school's accessibility plan:

Removing barriers:

- The school will make reasonable adjustments to ensure that disabled pupils, (including those with various impairments) staff and other visitors are not un-necessarily disadvantaged.
- Continuous review of the Accessibility Plan.
- Ensure all pupils receive teaching in all areas of the Curriculum
- Ensure all pupils and parents have information and access to Extended Schools

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- Work closely with external services and the local community to help inform future developments.
- Consult with pupils, parents, staff, carers, visitors etc to continuously aim to remove any restrictions for any disabled person.

Increasing the extent to which disabled pupils can participate in the school curriculum:

- Use teaching strategies and technology to enhance learning and participation in a broad and balanced curriculum.
- Identify ways in which all pupils can take part in sport, music and drama.
- Plan out-of-school activities and school trips in such a way that pupils with disabilities are not disadvantaged through lack of opportunity.
- Signposting in reference to Extended Schools
- Use language that does not offend, make staff and pupils aware of the importance of language.
- Ensure library, reading books and other resources contain positive images of people with disabilities.

Priorities for increasing curriculum access:

- Regular reviews of resources to ensure they match the needs of all the children.
- Adjust classroom organisation, deployment of support staff, timetabling and staff training.
- Utilise Individual Education Plans.
- Wherever possible, respond to guidance from the pupils and parents.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment

- access to the school, by installing ramps, handrails and installed a lift;

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- movement around the building, for example by taking account of colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils,
- a medical room;
- information and communication technology, by selecting appropriate hardware and software.
- Appropriate signage and symbols will be displayed around the school. (ie, hearing loop)

The school has set the following priorities for physical improvements to increase access:

- The school has a compliant disabled passenger lift.
- The school recognises the requirement for an evac-chair to be available and looks to provide this
- The school recognises that there is further room to improve external access.
- Future items needed for any individual to work safely and securely will be purchased

Improving the delivery of written information to disabled pupils:

Information

- Information normally provided in writing (lesson content, texts, library resources and School events) can be transmitted orally or through technology as may be appropriate to the pupil.
- Communication with parents and carers can be similarly adapted e.g. if visually impaired, information can be communicated via the telephone.

Management, coordination and implementation:

The Planning Process:

- The Governing Body is responsible for the school's duty not to discriminate.

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- A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- The Head Teacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.
- Parents and carers are asked to keep us informed about any relevant issues.
- Governors will review the Accessibility Plan on a rolling programme and as necessary.

Monitoring and Review:

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible and that no groups of pupils or individuals are underachieving.

To liaise with the SENDCO and FLO and other outside agencies as appropriate on a regular basis.

Evaluations of the data are regularly reported to the Governing Body. The staff members responsible for matters of disability are Mrs Gemma Wilson and Mrs Nicola Milton. It is their responsibility to keep the governing body informed of any new regulations, to ensure that the school regularly reviews its processes and procedures and to liaise with the LA and other external agencies to ensure that the school's procedures meet requirements.

The Head Teacher implements the school's disability non-discrimination policy on a day-to-day basis and ensures that all staff are aware of the details of the policy as it applies to them.

The Head Teacher reports to governors annually on matters regarding disability discrimination.

We expect parents will want to share our aims and work closely with us and we value their co-operation and participation, which will help us as well as their child.

The Governing Body undertakes regular reviews of school policies and procedures to ensure they are up to date and remain relevant to the

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particular circumstances of the school. This is done annually and at other times if circumstances indicate it is appropriate to do so.

All Saints C E P School values and celebrates diversity and endeavours to meet each pupil's individual needs.

We aim to provide equal opportunities for all our children to learn and develop. This includes:

- Minority ethnic and faith groups
- Pupils for whom English is an additional language
- Girls and boys
- Children with special educational and additional needs
- Gifted and talented

This is achieved through:

- Long and short term planning which includes differentiation for SEN, EAL and Gifted and Talented pupils
- Continual reviewing and analysis of pupils progress
- Consideration of different learning styles
- Reasonable adjustments and additions to the learning environment
- Making information/communication more accessible through translation and interpreters.

As a learning community we will promote inclusive policies and practices at all times.

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