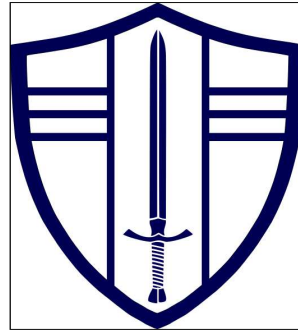


# All Saints C.E. Junior Academy



## School Accessibility Plan

**Reviewed and revised by K Hurd**  
**Approved by the Local Governing Body on:**  
**Review date: September 2024**

All Saints CE Junior

School Accessibility Plan 2024-2027

To help draw-up an accessibility plan it will be helpful to carry out

1. An audit of the accessibility of the building.  
This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the academy trust and parents.
2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues can be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service.

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers.

**Improving access to the physical environment**

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short Term</b>	1. School is aware of the access needs of disabled children currently on role.	a) Create access plans individual disabled children or children with SEND as part of ANP's)	Ongoing and reviewed as part of ANP.	SENCO	ANP's in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. Ensure that all disabled pupils can be safely evacuated	a) Review and establish Personal Emergency Evacuation Plans for all children (if any require them).  b) Develop a system to ensure all staff are aware of their responsibilities.	Ongoing and Termly.	SENCO/Business Manager	All staff are aware of their responsibilities in the event of fire evacuation.

<b>Medium term</b>	1. Investigate provision of disabled parking bay outside of school	a) Make enquiries of HBC b) If feasible, install a dropped kerb to enable access to the reception from allocated parking space.	By September 2025 "	MW Headteacher/LGB	Accessible parking space for disabled staff/visitors. Easy access from parking space to reception for wheelchair users/people with pushchairs etc.
	2. Ensure all common facilities accessible to disabled children as necessary and identified in ANP	b) Ensure ramps are available for ready access at ground floor level and appropriate training on use.		SENCo Headteacher	Should pupil require admission who needed wheelchair access or who had limited mobility at least one classroom for each year and all common facilities would be allocated on the ground floor and accessible.
	Targets	Actions	Timescale	Responsibility	Outcomes
<b>Long term</b>	1. To explore funding and feasibility for a	a) Seek architectural advice on feasibility.	April 2025	Headteacher	To provide disabled access from playground level up to first floor
	lift to upper floors and playground	b) Seek funding via bid through the Academy Trust, once Trust is of a size to qualify for funding.			level.
	3. Ensure all common facilities accessible to disabled children as necessary and identified in ANP's	a) Ensure ICT is available in classrooms based on ground floor. b) Ensure ramps are available for ready access at ground floor level and appropriate training on use.	By March 2021 Training to be arranged	SENCo Headteacher	At least one classroom for each year and all common facilities are on the ground floor and accessible.

## Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
<b>Short Term</b>	2. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs against National Occupational Standards and inform Professional Development process	September 2025	Subject Leaders/ SENCO	Raised confidence of TAs in strategies for differentiation and increased pupil participation
		b) TAs to access at least 6 relevant CPD courses each year to include in-house training	July 2025	"	"
	4. Ensure all staff are aware of, and able to	a) Audit all SEN ICT and other resources and make list	July 2024	ICT Lead	Wider use of SEN resources in mainstream classes to
	use, SEN software and resources	available to all staff b) Run individual training sessions on use of SEN Software e.g. predictive text, Communicate in Print etc		ICT Lead	support access to curriculum and recording information. "
<b>Medium Term</b>	1. Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate new locations as required.	July 2025	EVC SENCo to support	All children in school able to access all school trips and take part in range of activities with reasonable adjustments made where possible.

	2 Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions	Term 5 2025	PE Lead	All children able to access PE and disabled children more able to excel in sports.
	3. Review all curriculum areas to include disability issues	b) Develop PSHE and Citizenship curriculum to address disability equity issues	September 2025	Subject leaders PSHE Lead	Pupils to develop positive understanding of differences.
	4. Ensure pupils with specific disabilities participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school termly. b) Survey SEND pupils and those with disabilities to determine club preferences. c) Organise additional activities with regard to pupils with disabilities based on preferences	By September 2025	PSHE Coordinator	Disabled children confident and able to participate equally in out of school activities.
<b>Long</b>	1. Develop consistent	a) Devise and consult on	By	SENCO	All staff confident and

<b>Term</b>	approach to adaptations and alternative recording in school	model school policy and planning with good practice guidance	September 2025	SENCO	consistent in range of adaptive strategies and use of alternative recording. The quality of access to teaching and learning for vulnerable groups is at least good.
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### Improving access to information

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Short Term</b>	1. Review information to parents/carers to ensure it is accessible	a) Add Questionnaire to 'Welcome Pack' asking parents/carers about access needs when child is admitted to school. b) Review all letters home to check reading age/Plain English, refer to <i>East Sussex County Council produced 'Editorial guidelines and house style'</i> c) Newsletters available on	From September 2025	SENCO  "	All parents getting information in format that they can access e.g. large print, school website
		school website.			

	2. Ensure all staff are aware of guidance on accessible formats	a) Distribute East Sussex guidance on good practice in accessible formats and Editorial guidelines. b) Provide guidance to staff on dyslexia and accessible information.	Term 3 2024-2025	SENCO  "	Staff produce routine information to children and parents/carers in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop ANPs to meet identified needs.	From Term 1 2024-2025	SENCO  "	Parents/carers and children can all access and understand information.
<b>Medium Term</b>					
	3. Produce accessible leaflet and increase support offered to parents /carers of disabled children.	a) Work with parents of disabled children to produce an accessible SEN leaflet for the school. b) Set up a Parents Forum to support access to	Term 4 2025	SENCO  Headteacher	Increased confidence of parents of disabled children and those with SEN to support their children's education and to know where to go to seek advice on a range of issues.

		information and provide opportunity for parent voice. c) Parent Contact established through THRIVE practitioners		School Secretary	
<b>Long Term</b>	1. Children become more aware of their own access needs and develop independent learning through learning to learn skills.	a) Include access to information in PSHE Curriculum b) Encourage pupils to express their access needs in all curriculum areas		All teachers	Children able to articulate their access needs and work with a level of independence.

**Accessibility plans are often an added section to the School Improvement Plan. A clear process for monitoring and reviewing the action-plan should be identified.**