

Appendix 1 – All Saints' CE Primary Accessibility Action Plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a curriculum that is accessible for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. This includes, but is not limited to, the use of personal workstations, adapted written texts and 1:1 support/small group support where necessary. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed with the school's SENCO regularly. The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p>	<p>To raise the awareness of all staff on how to meet the social, emotional and academic needs of children with a range of disabilities (for example, dyslexia, dyspraxia, autistic spectrum condition, ADHD)</p> <p>To achieve Dyslexia Friendly Status</p> <p>That increased numbers of staff have training on communication strategies eg. Makaton to assist those children who respond more effectively using this form of communication.</p>	<ul style="list-style-type: none"> • Complete audit of need with all new members of staff • Receive training from SEN Start /Educational Psychologist on how to support children with autistic spectrum condition • Whole staff training on early signs of dyslexia/dyspraxia/dyscalculia/adhd • Ensure key members of staff receive training on different communication methods, e.g. Makaton 	<p>Louise de Graaff</p>	<p>July 2023</p> <p>Ongoing as need evolves and children with additional needs join the school.</p>	<p>Staff have a greater awareness of how to ensure that children with dyslexia, dyspraxia and autism are best supported to allow them to reach their full potential in school.</p>

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	<p>Availability of a laptop for all children with dyslexia to help them with the writing process.</p> <p>Children are assessed to determine whether there is a need for access arrangements to ensure that they are able to complete end of Key Stage tests to the best of their ability. This includes the use of scribes, extra time and access to a smaller quiet space.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required and is regularly reviewed when new children join the school.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Accessible external doors to the main building • Ramp to door of mobile classroom • Toilet accessible to wheelchair user • Visual Timetables • Tables with adjustable heights 	<p>Improve access to the school for children with a visual/hearing impairment.</p> <p>Improve access to the main entrance to a wheelchair users.</p> <p>Ensure there is a marked disabled car park space on the parish council's car park.</p>	<p>Complete a survey of the environment to establish how accessible it is for children with a hearing/visual impairment.</p> <p>Complete a survey of the environment to establish what else can be done to improve accessibility to children and adults with physical disabilities.</p>	<p>Louise de Graaff Chris Dryer Site Manager</p>	<p>Ongoing</p>	<p>Children with a physical impairment are able to successfully access the school grounds and feel safe doing so.</p> <p>Children with visual/hearing impairments can fully access all areas of the school site safely.</p>

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	<ul style="list-style-type: none"> PEEPs are in place for children who need them in the event of a fire. Temporary ones are drawn up if children suffer a short term injury in which their mobility is restricted. 					
<p>Improve how information is shared with children with disabilities and their parents</p>	<p>As a school, we ensure that information is clearly shared with our children using:</p> <ul style="list-style-type: none"> Internal signage Visual timetables Now and next boards PECs Large printed resources or resources printed on pale coloured paper <p>Our school uses a range of communication methods to ensure information is accessible to parents. This includes:</p> <ul style="list-style-type: none"> Internal signage 	<p>To increase awareness of support networks for parents of children with a disability.</p> <p>Provide all correspondence in large font/Braille where this is needed.</p> <p>Provide training for parents to improve IT skills where necessary.</p>	<p>Provide leaflets, which are readily available, advising parents of children with disabilities of support networks available.</p> <p>Adapt correspondence as required to respond to the needs of all pupils.</p> <p>Provide workshops for parents to improve computer literacy.</p>	<p>Louise de Graaff Amelia Lawlor</p>	<p>July 2023</p> <p>Ongoing in response to need</p>	<p>Parents feel more informed about their child's needs and the level and type of support available inside and outside of school.</p> <p>School correspondence is accessible to all.</p>

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	<ul style="list-style-type: none"> • Large print letters/leaflets where necessary • An open-door policy in which parents can arrange to talk to staff at their convenience • At least termly meetings about SEND children • ClassDojo and email access 					