



Accessibility Policy

Review Summary

Adopted by LGB:	March 2023
Review Cycle	Yearly
Last Review:	March 2023 (new)
Next Review:	March 2024

1. Introduction

All Saints Academy strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

All Saints Academy has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that the Academy is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN
- At All Saints Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or ability.

The Governors and staff of All Saints Academy have accepted the duties and responsibilities placed upon them by the 1996 Education Act the 2010 Equalities Act and have adopted the principles of the SEN Code of Practice (originally written in 2014 and updated in 2015) concerning children with SEND.

2. We recognise our duty under the Equality Act 2010

2.1 The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

2.2 It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- a) direct discrimination
- b) indirect discrimination
- c) discrimination arising from a disability
- d) harassment

2.3 Schools and LEAs must:

- a) not treat disabled students less favourably; and
- b) take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

2.4 The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans. See the separate Accessibility Plan.

3. Scope of the Policy

3.1 Physical environment

All Saints Academy is a purpose-built building which has considered the need for access for all. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The SENDCo will lease with the relevant professionals to ensure that recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. are available to students who require them.

3.2 Curriculums.

The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum. We have the highest expectations of our students here and ensure they go on to achieve their best. We do not accept excuses for not committing to the All Saints' values and that is what helps students succeed. We believe in the transformational power of education and are committed to helping our pupils achieve their dreams, whether it's to be the first in their family to go to university or the first to own their own business.

Curriculum design covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

We have a very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEND. Risk assessments are carried out and procedures are put in place to enable all children to participate. When appropriate, extra-curricular activities specifically tailored to SEND children are delivered by specialist teachers.

- All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs.
- All students are encouraged to go on our residential trip(s).
- All students are encouraged to take part in sports day/school plays/special workshops, etc

3.3 Teaching to students with disabilities.

Any students requiring additional support are clearly identified on entry to All Saints Academy. Those requiring specific support with communication are known by staff so their needs can be met in lessons through adaptive teaching.

When a child has been identified with special educational needs the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings.

Class Teachers Teaching Assistants may work with the child in a 1-1 or small focus group to target more specific needs, if identified on a child's EHCP.

The child's progress will be monitored by the SENDCo.

If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors

We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills across the team.

All Academy staff receive training when required as part of our weekly deliberate practice modules and extensive coaching practice.

4. Other related school policies

- 4.1 Equalities Policy
- 4.2 Health and safety policy
- 4.3 Behaviour Policy
- 4.4 Admissions Policy
- 4.5 SEND policy
- 4.6 Supporting Pupils with Medical Conditions

5. Aims

5.1 All Saints Academy aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities

- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

6. Monitoring

All Saints Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

6.1 Admissions

All Saints Academy will not discriminate against a disabled person by refusing or deliberately not accepting an application from a disabled person purely on the grounds of their disability.

Please refer to All Saints Academy Admissions Policy for full details on this including Normal Point of entry e.g. Year 7, In-year admissions.

6.2 Suspensions

All Saints Academy recognise that it is unlawful to discriminate against a disabled pupil by suspending them from the Academy solely because of their disability.

6.3 Outcome

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and Scott Simpson-Horne, Headteacher.

7. Action Plan

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

Access to Physical Environment					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
Safe and accessible environment	Regular maintenance programme is carried out and identify any risks.	Site Staff	Short	Daily	Ensure any actions are reported to Business and Operations Manager
All students access the entire site	SENDCo to liaise with Finance and Business and Operations Manager with any specific requirements for students.	SENDCo	Short	Termly	Ensure notice is given to Finance to ensure the correct signage, lift keys etc are ordered to ensure this is in place before a student attends the Academy.
Disabled parking / drop off accessible	Ensure all disabled bays are clearly marked for students being dropped off in the morning/collecting in afternoon	Business and Operation Manager	Medium	September 2023	Ensure parents are aware of we have specific disabled bays for drop off and collection
All students can evacuate safely	PEEPS in place for all Students.	SENDCo	Short	September	PEEPS are completed as required.
Increase access to the curriculum for pupils with a disability					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
All students achieve well and needs are met	Quality assurance on all aspects of the Curriculum	Deputy Headteacher – Quality of Education	Medium	July 2022	Coaching Book Scrutiny Learning walks
Access arrangements in place	Assess each student's current skills and levels of attainment on entry. Regular Assessments of student progress	SENDCo Team	Short	September 2022	Liaise with Primary School prior to transitioning to the Academy. Regular assessment by class teachers
Students access work set	Learning plans are in use and all student's information is	Deputy Headteacher	Medium	September 2022	Class teachers receive training on a weekly basis.

	recorded in class charts				
Ensuring inclusion in academy community					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
All students access clubs on site	All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.	Assistant Headteacher – Director of Welfare	Long	On-going	A very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEND.
School trips are safe and accessible for students	Risk assessments completed and plan for inclusion of SEND. All students are encouraged to go on our residential trip	SENDCO and Assistant Head	Long	On-going	Evolve is used and all students are support if needed on trips with a TA
Support for improving emotional and social development	Whole School provision	SENCO/Director Welfare	Long	On-going	variety of pastoral support for children who may be encountering emotional difficulties, this is achieved through a comprehensive curriculum for children’s spiritual, moral, social and cultural development.
Access to information advice and guidance					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
Working with outside Agencies	There may be times when children require additional support from outside agencies to receive more specialised expertise	Deputy Headteacher	Long	On-going	Ensuring we use different agencies to gain specialist advised if needed.

Parents are aware of Key academy information	Local offer information shared	Deputy Headteacher	Long	On-going	Local offer shared Communication with home
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