

All Saints Bedworth C of E Academy and Nursery

Accessibility Plan

Updated: January 2025

Review date: January 2028

Rationale

At All Saints we are working to provide all our children with the skills, attitude and self-belief they will need to succeed in life. We embrace Christian values alongside our school values and vision to ensure all our children are ready to flourish in the future. We are all committed to providing a nurturing environment for the seeds of knowledge and faith to grow together and thrive.

VISION

At All Saints have built our vision around the *Parable of the Sower*.

“The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.

Luke 8:15

We are committed to ensuring that we provide the fertile soil in which everyone can grow to be the best that they can be. We use the statement *‘Learning and Growing together to be the best that we can be’* to summarise our Vision.

1. Introduction

1.1 Purpose of the Accessibility Plan

Our school is committed to providing an inclusive environment where every pupil, regardless of ability or disability, can achieve their full potential, in line with our vision for everyone to ‘learn and grow together to be the best that they can be’.

This Accessibility Plan outlines the measures we will take to ensure that we promote equality of opportunity for pupils, staff, visitors, and other stakeholders with disabilities. It is implemented in line with the Equality Act 2010, which requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations for individuals with disabilities.

This plan acknowledges the statutory guidance set out in "The Equality Act 2010 and Schools" (DfE, May 2014) and supports our school's broader commitment to inclusion and excellence for all.

1.2 Definition of Disability

A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal daily activities. The term "substantial" means more than minor or trivial, and "long-term" means it has lasted or is likely to last for at least 12 months. This includes sensory impairments, learning difficulties, and long-term health conditions such as epilepsy or diabetes.

1.3 Key Objectives of the Plan

The Accessibility Plan seeks to address three key areas:

- **Improving access to the curriculum:** Ensuring that pupils with disabilities have full access to a broad and balanced curriculum, tailored to their needs.
- **Improving the physical environment:** Enhancing the school's physical environment to ensure it is accessible and safe for pupils, staff, and visitors with disabilities.
- **Improving access to written information:** Ensuring that all written information is provided in formats accessible to all stakeholders.

2. Legal and Statutory Framework

2.1 Relevant Legislation and Guidance

This plan adheres to the requirements of the following legislation and guidance:

- **Equality Act 2010:** Prohibits discrimination and requires schools to make reasonable adjustments for pupils with disabilities.
- **Children and Families Act 2014:** Details the rights of children with special educational needs and disabilities (SEND) and their families, including the use of Education, Health, and Care Plans (EHCPs).
- **SEND Code of Practice (2015):** A statutory framework for the identification and support of children with SEND.
- **Ofsted School Inspection Handbook (2023):** Inclusion and accessibility are key considerations in evaluating a school's effectiveness.

2.2 School's Duty to Prepare and Implement an Accessibility Plan

The Equality Act 2010 requires all schools to develop, implement, and regularly review an Accessibility Plan. The plan must demonstrate how reasonable adjustments will be made to ensure accessibility for pupils and stakeholders with disabilities. Schools are required to update their plans at least every three years and make reasonable adjustments to prevent disadvantage to persons with disabilities.

3. Development and Implementation

3.1 Approach to Developing the Accessibility Plan

The Accessibility Plan is informed by regular audits of the school's physical environment, curriculum, and written communication methods. Pupil needs are identified through the assess-plan-do-review cycle, and through regular monitoring by the Special Educational Needs Coordinator (SENCO) in collaboration with teaching staff and parents/carers.

3.2 Roles and Responsibilities

- **Governors:** Approve and monitor the implementation of the Accessibility Plan and ensure compliance with statutory requirements.

- **Senior Leadership Team (SLT):** Oversee the delivery of the plan and ensure it is integrated into everyday school practices.
- **Staff:** Implement reasonable adjustments in their teaching and classroom practices to ensure equal access for pupils with disabilities.
- **Pupils and Parents:** Provide feedback to help shape the plan and ensure their needs are understood.

4. Accessibility Focus Areas

4.1 Increasing Access to the Curriculum

The school is committed to ensuring that pupils with disabilities can access a full and balanced curriculum. The following measures will be taken:

- Differentiating and scaffolding lessons, and providing alternative teaching methods to cater for diverse needs.
- Providing assistive technology, including devices, software, and specialised equipment, where required.
- Embedding strategies from Assess Plan Do Review Plans (APDRs) and EHCPs into classroom practice.
- Delivering staff training on inclusive teaching techniques, the use of visual aids, and adaptations for sensory needs.
- Providing quiet or low-stimulation areas for pupils with emotional or sensory needs
- Introducing multisensory teaching approaches for pupils with dyslexia, including the use of coloured overlays, visual representations, and structured phonics programmes.
- Supporting pupils with hearing impairments through the use of hearing aid compatibility systems, such as radio aids or soundfield systems.
- Providing British Sign Language (BSL) resources or interpreters where needed to support access to lessons.

4.2 Improving the Physical Environment

The physical environment of the school will be reviewed to ensure accessibility for all. Specific actions include:

- Installing ramps and handrails when necessary
- Lowering counters and desks for ease of use by individuals with physical disabilities.
- Ensuring doorways and corridors are wide enough for wheelchair access.
- Providing accessible toilet facilities with grab rails, emergency pull cords, and mirrors and fittings at an appropriate height.
- Using tactile paving and ensuring stairs and handrails have appropriate colour contrast for people with visual impairments.
- Improving lighting to assist those with sight difficulties, particularly in corridors and shared spaces.
- Ensuring playground and outdoor learning spaces are safe and include sensory-friendly equipment for pupils with sensory processing needs.
- Adjusting classroom layouts to allow easy navigation for pupils who use mobility aids such as wheelchairs or walking frames.
- Creating safe, sensory-friendly spaces for pupils with autism to regulate their emotions and behaviours.

- Reviewing fire safety procedures to ensure accessible evacuation routes and the use of evacuation chairs for mobility-impaired individuals.

4.3 Enhancing Access to Written Information

The school is committed to ensuring access to written information for all stakeholders through:

- Providing documents in alternative formats, such as large print, Braille, or audio, when required.
- Simplifying language to ensure content is easy to understand for pupils with reading difficulties or those with SEND.
- Ensuring the school website and digital platforms comply with Web Content Accessibility Guidelines (WCAG) and are compatible with screen readers and other assistive technologies.
- Making use of visual resources such as pictograms, diagrams, and signs, particularly for pupils with autism or those with limited reading ability.
- Ensuring all signage within the school is accessible, using clear large fonts and symbols, supported by Braille where applicable.

5. Monitoring and Evaluation

5.1 Measuring the Impact of the Policy

The impact of the Accessibility Plan will be measured through:

- Regular feedback from pupils, parents, and staff on accessibility improvements.
- Data analysis of pupil outcomes, behaviour records, and attendance.
- Annual audits of the school's physical and learning environments.

5.2 Review Cycle

The Accessibility Plan will be reviewed every three years, or sooner if significant changes are required. A report summarising progress and recommendations will be presented to governors annually.

6. Training and Awareness

6.1 Staff Training

All staff will receive training on their responsibilities under this Accessibility Plan, including:

- Strategies to support pupils with SEND.
- Tailored sessions on supporting pupils with specific needs, such as autism, sensory impairments, or dyslexia.
- Guidance on implementing reasonable adjustments in the classroom.

6.2 Raising Awareness

We will raise awareness of the Accessibility Plan across the school community by:

- Including it as part of staff induction.
- Providing updates during staff meetings and professional development days.
- Sharing the plan with parents through newsletters, the school website, and meetings.

7. Publishing and Availability

7.1 Sharing the Accessibility Plan

The Accessibility Plan will be published on the school website and made available in hard copy through the school office. Stakeholders requiring the plan in an alternative format (e.g., Braille, large print, audio) may request this.

7.2 Promoting Transparency

Our school will maintain transparency in all aspects of accessibility improvements and openly communicate progress and areas for development to stakeholders.

8. Conclusion

This Accessibility Plan demonstrates our commitment to fostering an inclusive environment that upholds the rights of individuals with disabilities. We will continue to work in partnership with stakeholders to ensure equality of access and opportunity for all members of the school community.

9. Appendices

9.1 Related Policies

- SEND Policy and SEND Information Report
- Behaviour and Anti-bullying Policy
- Safeguarding Policy

9.2 Legal and Guidance References

- Equality Act 2010
- SEND Code of Practice (2015)
- Children and Families Act 2014
- Ofsted School Inspection Handbook (2023)

9.3 Contacts

- SENCO (Mrs Maria Carbonell)
- Senior Leadership Team (Mrs Kerry O'Grady)
- Governing Body Representatives