



ALL SAINTS SCHOOL

# ACCESSIBILITY PLAN

|                                   |   |
|-----------------------------------|---|
| <b>Date:</b>                      | January 2017                                    |
| <b>Review Date:</b>               | January 2020                                    |
| <b>Prepared by:</b>               | P Wright  |
| <b>Links with other policies:</b> | Equal Opportunities Policy<br>Curriculum Policy |
| <b>Signed:</b>                    |   |

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## All Saints School

### Accessibility Plan amended July 2017- January 2020

#### **Rationale**

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled Students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

The definition of disability covers a broad spectrum of impairments including:

- long term illnesses
- hearing or sight impairments
- mobility difficulties
- mental health conditions
- learning difficulties/disabilities

#### **Increasing Accessibility**

Required action may be specific to the needs of the individual, rather than of a more general nature and will include any reasonable adjustments to improve:

- access to the physical environment of the School
- access to the curriculum
- access to written information

Access is periodically reviewed by the Directors and Head Teacher incorporating specialist advice where appropriate.

#### **Aims of the All Saints School Accessibility Plan**

The school plans, over time to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

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- Increasing the extent to which disabled students can participate in the school Curriculum.
- Improving the communication to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are non-disabled.

It is recognised that disabled access to the Modern Foreign Languages Room upstairs in the School House is not feasible therefore if needed those lessons would be moved to a more accessible classroom in the main school. Similarly, because of the difference in floor height from the History Room in the Victorian part of the building to the modern Main School level would also mean timetabling the use of other classrooms if required.

The actions planned to meet these aims are set out below:

| Target   | Tasks  | Timescale                             | Resources   | Responsibility           | Monitoring   |
|--|--|---------------------------------------|---|--------------------------|--|
| <b>Access to Curriculum</b><br>Ensure ICT facilities are available and able to improve the educational opportunities for all.        | <ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including notepads &amp; whiteboards) using specialist expertise</li> <li>▪ Involve pupils in review of hard &amp; software.</li> <li>▪ Prioritise new software to purchase.</li> <li>▪ Train all staff on use</li> </ul>  | Spring Term 2017<br>-Summer Term 2018 | Time from Adrian<br>Quote to be obtained  | Directors & Head Teacher | Leadership Team including Head Teacher report to Board of Directors termly or as required. |
| <b>Access to Curriculum</b><br>Curriculum review to establish a wide and challenging curriculum for all following the GCSE revisions | <ul style="list-style-type: none"> <li>▪ Subject curriculum plans reviewed in light of new GCSE requirements</li> <li>▪ New curriculum plans introduced</li> <li>▪ Ensure the curriculum is accessible to all and that specific groups especially those with SEND make significant progress as measured by national criteria and subject specific key skills with differentiation of levels/steps</li> </ul> | Spring Term 2017<br>Autumn Term 2017  | Seek advice from NCC Advisor<br>Inspection copies as necessary<br>Purchase any new resources required | Subject specialists      | Leadership Team half termly and report to Board of Directors termly or as required.        |
| <b>Access to Curriculum</b><br>Create effective learning environments  | <ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> </ul>   | Ongoing                               | Staff meeting time as required  | All staff                | Head Teacher through lesson  |

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|---|---|--|---|----------------------------|---|
| for all utilising feedback from pupil groups.   | <ul style="list-style-type: none"> <li>▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.</li> </ul>                |  |   |                            | observations and sampling lesson planning and report to Board of Directors termly. Leadership Team including Head Teacher and report to Board of Directors termly |
| <p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>    | <ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.</li> <li>▪ Consult pupils and staff on any proposed changes.</li> <li>▪ Introduce new policies</li> </ul> | <p>Spring Term 2017 onwards</p> <p>As required</p> | Staff to review policies.   | Head Teacher               | Head Teacher and Leadership Team report to Board of Directors Directors termly  |
| <p><b>Premises</b></p> <p>Making the school site fully secure and ensuring ease of access to buildings.</p> | <ul style="list-style-type: none"> <li>▪ To consider all options to make site fully secure from road whilst also enabling ease of access during day for school vehicles and visitors.</li> <li>▪ To consider any further improvements to our new and victorian buildings for ease of access for all pupils and staff</li> </ul>                         | Summer term 2017                                   | To seek guidance from NCC on site security and making buildings accessible. Quotations to be sent to Directors for approval | Head Teacher and Directors | Head Teacher and Directors jointly monitor at least termly to report to Board of Directors  |

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|---|---|-------------|---|------------------------------------|---|
| <b>Premises</b><br>Improving the school buildings                           | <ul style="list-style-type: none"> <li>▪ Continue programme of upgrading school buildings.</li> <li>▪ Replacement of Rainforest and Music Rooms with more accessible buildings.</li> <li>▪ Replacement of wooden double glazed windows with new UPVC double glazed units.</li> <li>▪ Consult pupils and staff on any proposed changes.</li> </ul>           | Ongoing     | Rainforest and Music Rooms replacement in summer vacation 2017<br><br>Ongoing programme | Head Teacher and Directors         | Head Teacher to report to Board of Directors termly |
| <b>Premises</b><br><b>Improving disabled access to the school buildings</b> | <ul style="list-style-type: none"> <li>▪ To review with Norfolk County Council Advisor physical access arrangements with consideration for disabled students accessing the main school both the modern and Victorian parts and school house.</li> <li>▪ To seek costings for any proposed changes.</li> <li>▪ To implement any changes suggested</li> </ul> | Autumn 2017 | NCC Advisor cost<br><br>Quotations to be sought for suggested works                     | Head Teacher and Managing Director | Head Teacher to report to Board of Directors termly |

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| Target   | Tasks  | Timescale  | Resources  | Responsibility   | Monitoring   |
|--|--|--|--|--|--|
| <p><b>Premises</b><br/>To improve the school grounds to meet the new curriculum requirements.</p>  | <ul style="list-style-type: none"> <li>▪ To review school grounds and how to improve them.</li> <li>▪ Identify accessible play equipment (School Council involved in designing any new area).</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>▪ Review new signage of room functions.</li> </ul> | <p>Autumn 2017<br/>Autumn 2017<br/>January 2017<br/>September 2017</p> | <p>Collecting resources and ideas from manufacturers to improve grounds<br/><br/>Requests to Friends of All Saints for finance</p>   | <p>Eco Council &amp; Mr Mutter, Head Teacher and Directors</p> | <p>Head Teacher reporting to Board of Directors termly</p>                     |
| <p><b>Access to wider curriculum</b><br/>Within limitations of school transport and timetables to increase extracurricular activities.</p> | <ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers.</li> <li>▪ Ensure school activities are accessible to all students.</li> <li>▪ Investigate opportunities for extracurricular activities in other ways</li> </ul>  | <p>Spring term 2017</p>  | <p>Seek funding to support these activities.</p>   | <p>Staff and Head Teachers</p>                                 | <p>Leadership Team and Head Teacher reporting to Board of Directors termly</p> |
| <p><b>Attitudes</b><br/>To promote positive attitudes to disability</p>  | <ul style="list-style-type: none"> <li>▪ Review PSHE Curriculum</li> <li>▪ Review Assembly Programme: widen focus of Different/Same theme</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> </ul>   | <p>Ongoing</p>   | <p>Request to Directors to enhance our new PHSE and Citizenship Curriculum</p>   | <p>PSHE Co-ord</p>   | <p>Leadership Team and Head Teacher reporting to Board of Directors termly</p> |
| <p><b>School Information</b><br/>School Website and Newsletters<br/>Availability of documents in alternative formats as required.</p>      | <ul style="list-style-type: none"> <li>▪ Improve school website</li> <li>▪ To use large print and audio formats etc as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Review accessibility of newsletter and letters for parents.</li> </ul>   | <p>Spring Term 2017 ongoing</p>  | <p>Obtain quotes for new design of school website<br/>Ask students and parents with known disabilities to evaluate new website and suggest any improvements<br/>funding from directors</p> | <p>Head Teacher and Directors</p>                              | <p>Leadership Team, Head Teacher reporting to Board of Directors termly.</p>   |