



ALL SAINTS

C.E. Primary School

OVERVIEW | THE PLAN

The access plan will be very specific to this school based on the information gathered and consultation results. The plan will address the three areas of improving access to:

1. The physical environment.
2. Access to education, benefits, facilities and services.
3. Access to information usually provided in written form, and it will set out strategies for
4. Funding, monitoring, evaluating and reviewing the plan

AUDIT

The school will use the following audit to assess its strengths and areas for development and then to plan the changes that it needs to make

PART 1 | PHYSICAL ENVIRONMENT

a. Toilet, Changing and Personal Care Facilities

1. Is there an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults?	Yes
2. Do we have private and well-equipped areas for personal care and showering? Is there space for space for child, wheelchair and up to two adults?	Yes but no shower. Current facilities appropriate for current users.
3. Is there a toilet cubicle that is slightly larger than average with handrails.	Yes
4. Is there a medical room where necessary treatment and therapy can be carried out in private?	Yes
5. Do job descriptions for new support staff ensure that meeting the medical needs of disabled pupils is included?	Yes.
6. Is there a policy and strategy for the safe keeping and administration of medicines?	Yes
7. Is there a known emergency response strategy in care of a medical emergency and are staff adequately trained in first aid in line with the statutory requirements?	Yes
8. Are urgent contact lists up to date and accessible in an emergency?	Yes

b. Physical Accessibility

1. Upper floors – are areas accessed by steps. Do we have upper floors or areas accessed by steps? Have we assess the implications of physically disabled pupils accessing them?	Two small rooms on the first floor (above Y4) are not accessible by a lift. This is an old building and the stairs are too narrow for a lift. Staff awareness when planning tasks.
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	Currently, wheelchair users would need to go outside school to access the upper ground floor.
2. Lifts – If we have lifts is there an alternative method of returning the pupil to the ground floor in case of emergency, fire or lift failure?	Yes. Fire exits on lower ground and upper ground floors.
3. 'Evac' type chairs – where we have stairs or steps do we need 'Evac' chairs and are staff trained to use them? Do we have clearly identified in the plans for individual pupils and in the general evacuation procedures for disabled visitors?	No 'evac' type chairs at the moment. Risk assessments have been created and chairs are not needed as it would be quicker to carry children down the small flight of stairs if necessary. All evacuation plans annually reviewed.
4. If we have upper floors or steps but no physically disabled pupils currently, have we made plans for potential pupils in line with our 'anticipatory duty'?	Yes
5. Many physically disabled pupils are using powered wheelchairs which can be quite large. Is there any older accessible equipment may too small for modern larger wheelchairs? E.g. older lifts and toilets.	No
6. Does the school need to plan to improve access for power chair users in accessing the school site? e.g. gardens, nature trails, ponds etc.	No
7. Are there allocated parking spaces for the parents of disabled pupils and do we ensure that the space is not used inappropriately, or blocked by other vehicles?	Yes (parish car park)
8. Is the access into school from the parking space level with no obstacles?	Yes
9. Are there any heavy doors, sharp narrow turns and cluttered corridors that might be barriers to access? Where classroom space is tight, have adjustments been made to classroom layout in order to facilitate access?	Teachers should ensure that classroom furniture can be arranged to accommodate wheelchair users.
10. Will some disabled pupils need specialist furniture in order to access the curriculum? (Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment).	N/A
11. Is the school aware of any existing support to purchase any necessary equipment?	Yes

PART 2 | ACCESS TO THE CURRICULUM AND LEARNING

1. Are all areas of the curriculum available to pupils regardless of their disability?	Yes
2. Where an activity cannot be made accessible or would be inappropriate is an alternative activity planned for?	Yes
3. When we plan to improve access to the curriculum have we identified any reasonable adjustments needed to offer an equality of opportunity.	Yes
4. Do we offer and plan specific staff training which will improve access to the curriculum to overcome the impairments of our disabled pupils.	Yes
5. Do we have plans and allocated funds for purchasing specialist equipment that will increase access to the curriculum for disabled pupils? E.g plans to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.	Yes
6. During our monitoring evaluation and review strategy for classroom observation do we review of the participation of disabled pupils during lessons and use observations to inform future developments in inclusion?	Yes
7. Access to school visits can be problematic for some disabled pupils. Do we keep the school's visits policy under review and use accessible venues and transport providers?	LCC EVC Policy is in place.

8. Are the school minibuses accessible for pupils with mobility difficulties especially if they are wheelchair users? Will it be more cost effective to plan to have their own accessible transport for the future rather than using private providers?	Coaches are used with appropriate features / facilities
9. Are the needs of pupils with hearing and visual impairment considered – hearing loops in classrooms, large print texts, ICT equipment and computers?	No current pupils with visual or hearing impairments. However, funds are available to purchase equipment when / if needed.

PART 3 | ACCESS TO WRITTEN INFORMATION

1. Are there plans in place to investigate and provide symbol software to support learners with reading difficulties?	Already in place, staff have access to WIDGIT
2. Are we proactive increasing staff awareness of font size and page layouts to support pupils with visual impairments?	Yes
3. Has the school library been audited to ensure the availability of large font and easy read texts will improve access?	Yes
4. Has the signage around the school been audited to ensure that is accessible to all?	Yes

NB - The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer survivors and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

ACCESS PLAN

PART 1 | PHYSICAL ENVIRONMENT

a. Toilet, Changing and Personal Care Facilities

Areas For Improvement	Intended Outcomes	Actions	Resources	Time Scale	Lead	Monitored Evaluated and Reviewed By	Progress Report to Governors
No identified areas							

b. Physical Accessibility

Areas For Improvement	Intended Outcomes	Actions	Resources	Time Scale	Lead	Monitored Evaluated and Reviewed By	Progress Report to Governors
First floor access – no access.	Increase staff awareness - Upstairs rooms not to be relied upon by staff. There always needs to be an alternative.	<ul style="list-style-type: none">Make staff aware that there is no disabled access to the upstairs rooms.	None	September 2024	HT	SENDCo	Done
Access between lower and upper ground floor.	Wheelchairs able to access upper ground floor within the school building.	<ul style="list-style-type: none">If required/needed for a pupil/staff member install a lift	Lift	As needed	HT	Local Governing Board	

PART 2 | ACCESS TO THE CURRICULUM AND LEARNING

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No identified areas		<ul style="list-style-type: none">					

PART 3 | ACCESS TO WRITTEN INFORMATION

Areas For Improvement	Intended Outcomes	Actions	Resources	Time Scale	Lead	Monitored Evaluated and Reviewed By	Progress Report to Governors
No identified areas		<ul style="list-style-type: none">					