

The Village Saints Partnership

All Saints Academy and St Martin at Shouldham Primary Academy

Accessibility plan

Approved by: Katherine Howe

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Next review due by: September 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our partnership aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Partnership Values & Ethos

We strive to create a school family in which are children are educated and inspired through a love and understanding of God, each other and our world.

- Through developing the school as a nurturing and caring environment, we are a welcoming, happy, safe and trusted place for *everyone* to learn and grow;
- To encourage everyone (whether pupil or employee) regardless of status, financial circumstance, religious or philosophical background, race, gender, orientation or disability, to gain the skills and experience to maximise their full potential in our ever-changing and diverse world;
- To encourage enquiring, healthy minds, sound working habits, healthy lifestyles and pride in work and behaviour – for all, for life;
- To ensure all are nurtured in holistic and mindful ways: whether socially, morally, culturally, intellectually, emotionally, physically, philosophically and/or spiritually;
- To encourage a positive view of and involvement by the whole school community (pupils, parents, carers, teachers, support staff and governors), the wider local community and even wider world in each other's education and development;
- To provide a curriculum which is broad, balanced, fun and effective - which challenges each and every child so that their full potential is reached in life, as well as in the terms of academic attainment and progress.

The plan will be made available online on both of the school's websites, and paper copies are available upon request.

Our partnership is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our schools support any available partnerships to develop and implement the plan.

We work with DEMAT specialist staff to ensure we make appropriate provision for children with disabilities. We also work with Norfolk County Council staff from education and social care and NPS property services.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Governing Body, Executive Headteacher, SENCO, Caretakers, DEMAT staff, Norfolk/NPS staff

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that

has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory

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impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association. It was also informed by discussion amongst:

- The Governing Body
- Executive Headteacher
- SENCO
- Caretakers
- DEMAT staff
- Norfolk/NPS staff

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3. Action plan

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

Black text = both schools Green = All Saints Academy Blue = St Martin at Shouldham Academy

Aim	Objectives		Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Current good practice					
	Include established practice and practice under development	State short, medium and long-term objectives				

Ensure access to the curriculum for pupils with a disability.	<p>Our school offers a scaffolded curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed by subject leaders and senior leaders to ensure it meets the needs of all pupils.</p>	<p>Lesson activities challenge all groups at the right level of difficulty.</p> <p>Increase children's vocabulary, resilience, growth mindset and hunger for learning.</p>	<p>Subject leader plans incorporated into timeline.</p> <p>Cost of subject leader training and cover.</p> <p>HT, DHT and subject leader's observations and work/ planning scrutiny.</p> <p>Teachers to promote independence and ways of working other than asking an adult.</p> <p>Growth mindset displays.</p>	<p>All subject leaders</p> <p>SENCO</p> <p>Senior leaders</p>	<p>Ongoing and incorporated into school development plan and timeline.</p> <p>Ongoing</p>	<p>Pupils develop confidence in their own abilities, and continue to raise their aspirations.</p> <p>Outcomes in reading, writing and Maths are high and equivalent.</p> <p>Outcomes are at least in line with and often higher than nationally expected at ARE and GD</p> <p>Children want to work hard and do not give up.</p> <p>Children are willing to make mistakes in their quest for knowledge.</p>
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		<p>Where necessary curriculum resources and parental communication will be provided in alternate languages.</p>	<p>frequently referred to.</p> <p>Adults always having high expectations and using all opportunities for learning.</p> <p>Class teachers to inform SENDCo and SLT if this is needed.</p>	As necessary	<p>Children want to learn, to read and write and apply their maths knowledge to learn new things.</p> <p>Children exhibit good learning behaviours and make good progress across the curricular and in other areas of their lives.</p> <p>EAL learners will have full access to the curriculum.</p>
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Ensure access to the physical environment.	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Ramps – there are 3 ramps on 3 of the fire exit doors.</i> <i>Doorways are flat, there are no steps or stairs in school that children would need to access.</i> <i>Corridor and doorways widths are wheelchair accessible</i> <i>Disabled parking bays</i> Disabled toilets and changing facilities Library shelves at 	To ensure the physical environment of both schools is fully accessible to pupils, staff and visitors.	Working with physical disability team Norfolk County Council, undertake a review of facilities at both schools.	Caretakers and office staff. Premises/health and safety governor.	At least annual review.	Improvements to physical accessibility clearly identified and plans implemented to improve the situation over next three years.
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	wheelchair-accessible height					
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Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Large print resources (on an individual basis) • Pictorial or symbolic representations (e.g. PECS on an individual basis) all classes have visual timetables and where possible information is made as accessible as possible, for example our school rules display in each class contain photos demonstrating the rules. 	To ensure pupils' needs are met as fully as possible, whatever their abilities/disabilities.	Undertake termly review of provision for pupils with disabilities.	SENCO and Executive headteacher	Termly at the end of term.	Pupils with these disabilities make the progress they can.
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4. Monitoring arrangements

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. Premises-related aspects of the plan will be monitored by the FGB premises governor and site staff.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility audit

Black text = both schools Green = All Saints Academy Blue = St Martin at Shouldham Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<div>1</div> <div>1</div>	None	Headteacher	N/A
Corridor access	<div>Wheelchair accessible</div> <div>Wheelchair accessible</div>	None	Headteacher and all staff	N/A

Lifts	0 0	None	Headteacher and governors	N/A
Parking bays	2 2	None	Headteacher and governors	N/A
Entrances	2. 1 main school entrance and 1 community entrance – both double doors are wheelchair accessible all flat no steps and stairs 1 main entrance at St Martin's, double doors and flat.	Signage at standing adult eye level to be introduced. No further action required.	Caretaker N/A	05/04/2019 COM PLETE. N/A
	Entrance flat and accessible.			

Ramps	<p>3 – EYFS and Year 1/2 fire doors and Group room fire door. All other areas flat, no steps or stairs.</p> <p>There is ramped access to the EcoLab. No other ramps - all other areas flat, no steps or stairs.</p>	No further action required in either school.	N/A	N/A
Toilets	<p>One disabled toilet at All Saints</p> <p>One disabled toilet in entrance at St. Martin's with appropriate signage.</p>	No further action required in either school	N/A	N/A
Reception area	<p>Double doors, wheelchair accessible in both schools.</p>	No further action required in either school	N/A	N/A

Internal signage	<p>Fire exit signage, library, asthma, push pull on doors.</p> <p>Toilets have clear disabled signage.</p>	<p>All high – adult standing height and higher. Adjust as required. Some signage not able to be adjusted as legally door windows cannot be covered – signage width legal requirement.</p> <p>Asthma signage – emergency asthma inhaler keep centrally – sign for the office.</p>	Caretaker	<p>05/09/2021</p> <p>COMPLETED.</p>
Emergency escape routes	<p>3 fire doors with ramps EYFS classroom, Year 1/2 classroom and fire exit next to group room.</p> <p>All classrooms and hall have double doors marked and lit as</p>	<p>Fire exit signage adult standing height and higher. Adjust as necessary. Some signage not able to be adjusted as legally door windows cannot be covered – signage width legal requirement.</p>	Caretaker	<p>05/09/2021</p> <p>COMPLETED</p>
	emergency escape routes.			

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