

All Hallows School Accessibility Audit Three Year Plan



Date	Description
March 2024	Agreed by Full Governing Board

Review Schedule	Three Years
Next Review	March 2027

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SCHOOL COVID-19 RISK ASSESSMENT

Statement

At All Hallows School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governing body is obligated to prepare an accessibility plan and “further such plans at such times as may be prescribed”. This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to curriculum),
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment), and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

‘When a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability, which has not already been catered for, comes to the school on a regular basis their needs will be addressed as a priority.

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- School Strategic Plans
- School Improvement Plan
- SEND Policy
- Equality Information and Objectives and Equality Statement
- Subject Policies
- Premises Plans
- Evacuation Plans
- Nottinghamshire Council's expectations of schools concerning their arrangements for children with SEN and Disabilities (SEND)

Accessibility plan

Table 1 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers from Schools and Family Support Services and of appropriate health professions from the local NHS Trusts.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1.	To identify children allocated to All Hallows Primary for Class Bestwood for the next academic year who need provision made	At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing additional support. Liaison with EYSFSS if already involved with family.	May to early September annually	EYFS team, (D)HT, SENDCo	Provision set in place ready for when the child(ren) start school
2.	To establish and maintain close liaison with parents	Parent of children with a Assess, can, do, review plan are invited to review the plan with the class teacher and/or SENDco termly	Termly	Class teacher/ SENDco	Parents of children with special education needs feel involved in supporting their child. The child is making progress set against their specific targets in their plan.
3.	To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDco and other staff to attend training events to better understand needs.	Ongoing	SENDco/(D)Headteacher	All relevant staff have been able to attend relevant networking meetings for their role
		Time allowed for staff to attend relevant meetings for the pupils they are teaching			Teaching staff are able to attend meetings such as EHCP/SFSS/ S< /OT to enable them to better meet the needs of a pupil

4.	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ EVC/ Headteacher	All pupils are accessing and experiencing the opportunities available.
5.	To include pupils with a disability, medical condition or other access needs as fully as possible in extra-curricular provision	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ Headteacher	All pupils are accessing and experiencing the opportunities available.
6.	To regularly review the curriculum and teaching plans to ensure children have access to all parts	This is covered under the Teaching and Learning Policy and Subject Specific SEND Adaptation Document	As part of the annual curriculum review cycle	Class teacher/ Subject coordinators	Any review that has happened meets the needs of the current cohort of children.
7.	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Ongoing	SENDco / CPD co-ordinator	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.

8.	Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to IT support, EP, OT, Paediatrics services and their recommendations.	Ongoing	SENDco/IT Services	Children have the required equipment to support their learning.
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Table 2 Access to the Physical Environment

The school is a single-story building, split into 3 main parts. The original building was built in the 1900s. The main building entrance at reception has level access and a push button automatic door. The entrances to the old building at the door near the years 1 and 2 classrooms is ramped. All other doors are low level steps, with the exception of the entrance to the Spooner building (Year 3 and 4 and down to Foundation) where there are steps with a handrail. The possibility of a ramp has been ruled out due to gradient and location of steps in relation to the surroundings.

In the main building, the school corridors are a minimum of 1.2 m wide and unobstructed. In the old building there are some pinch points for access, due to the age and nature of the building. A ramp to access the Key Stage One classrooms from the Foundation Unit has been ruled out due to the narrowness of the steps and a supporting wall in close proximity.

Internal doors can be held open and door guards are in place on all doors. The fire doors in the main corridor are activated on the sounding of the fire alarm. There is a disabled toilet in the main building and in the Kabin building, which meets the requirements of current staff/pupils. A room divider has been added to the EYFS toilets to add an area for changing children who require nappies.

Internal signage meets BS: The fire alarm is a ringing bell with several flashing lights across the site. Automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or access a refuge area to await evacuation. A Personal Evacuation Plan is in place for all pupils, staff and visitors who require one.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1.	All access points to the main building of the school to be accessible where possible	If required use of temporary ramping.	Ongoing	Head teacher/site manager	All areas are accessible to all.
		A permanent ramp to be installed at the bottom corridor exit/entry point.	Within the next 12 months.		
2.	Regular review of needs for current pupils	Reviews of EHCP/Care plans	Termly (or when a new pupil is expected whose	Class teacher/ SENDco	All current pupils are able to access areas required for learning.

			needs are not currently met)		
3.	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	As required	SENDco	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.
4.	Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time including the use of areas outside of the classroom for small group/1:1 support.	On going	Class teacher	Children are not excluded from learning Opportunities because they cannot access the classroom space or equipment.
5.	Pedestrian access to school site from the main entrance	To install a separate walkway, including a separate gate, at the main entrance to school.	Summer 2026	Head teacher/ Site manager.	Provide a safer alternative to people accessing the site on foot.
6.	All pupils, staff and visitors to have access to important information around school in clear signs.	Any new signage around school to be lowercase and in an easy to read font.	Ongoing – as and when signs are replaced.	Head teacher/Site manager	Important information signs are clear for all stakeholders.

Table 3 **Access to Information**

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1.	Provision of written material to pupils to meet their needs – specifically those with dyslexic tendencies.	Use of coloured paper/text size/visual timetables Review of materials used in class and evidence collated as part of a dyslexia portfolio.	Ongoing	Class teacher	Pupils always have access to written material which meets their needs at the appropriate time
2.	Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning	Review of the website	Ongoing	School Office Manager/ Deputy	Website reviewed and updated as necessary to be accessible
3.	Learning provided for pupils not at school due to Covid-19 is as close to those in school as possible.	Use of online learning platforms to provide virtual learning. TEAMS logins for all pupils so that staff can assign learning/remotely teach.	As and when required	Class teacher	All pupils able to access learning during any lockdown/self-isolating situation.

