



All Saints' and St Richard's Church of England Primary School

Accessibility Plan 2016-2019

The overarching of this accessibility plan is to increase the extent to which all pupils at All Saints' and St Richard's Church of England Primary School (ASSR) can participate in our schools inclusive curriculum and all members of the school community can access facilities and wider provision.

Summary of Aims

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided by the school
- To improve the delivery to disabled pupils of information which is already provided in writing to pupils who are not disabled

Our School Values:

- Our school is a family
- We educate and support each child to realise his or her potential within a caring Christian setting
- We inspire creativity, independence and respect in a positive environment nurturing responsible members of the community
- All that we do is informed by our Christian values

Our focus on traditional values ensures that the pupils at ASSR are well-mannered, honest and considerate.

Staff are committed to:

- Providing a stimulating, welcoming and secure environment which the children respect and thrive in, both physically and emotionally
- Encouraging awareness of social and moral attitudes
- Celebrating the cultural diversity of the wider world
- Create a rich learning experience based on a well-resourced, creative curriculum which challenges individuals, enabling them to reach their full potential
- Recognising and celebrating children's achievements
- Enabling our children to grow in confidence and achieve personal success through a happy and creative learning experience

ASSR is committed to the removal of all barriers for disabled pupils and providing full access to school life for all. This includes not only physical access to the building but also to the National Curriculum in all areas.

In April 2016 an access audit was carried out and the recommendations made are contained within this report, a full copy of the access audit can be obtained from the school.

This document is published on our website and parents/families have been invited to comment via our newsletter.

The plan will be formally reviewed every year in September but will be continually under review in particular when a reasonable adjustment is required for a child.



All Saints' and St Richard's Church of England Primary School Accessibility Action Plan 2016-2019

Aims	Lead Person	Success Criteria – Milestones	Funding	Completion
Physical Environment				
<ul style="list-style-type: none"> To consider physical accessibility as part of any major works and as part of the cyclical redecoration approach. Whilst the school is not fully physically accessible. Currently all pupils can access the building. Additional works required to make the building fully accessible have been identified and can, subject to funding, be put in place if required. 	<p style="text-align: center;">Headteacher/ Governors / Caretaker</p>	<ul style="list-style-type: none"> Physical access audit completed annually in September and solutions identified. Work needed will be kept under review and considered when the matter arises for any new child as currently there is insufficient funding to support anticipatory works. Redecoration when planned will consider carpet in classrooms with curtains / blinds to improve acoustics and lighting. Corridor areas are painted in light colours providing good contrast for signs/labels Door frames will be painted in a contrasting colour to define these areas. Playground surface to be considered as part of next grant funding application 	<p style="text-align: center;">TBA including grant applications</p> <p style="text-align: center;">Buildings Maintenance or Capital Expenditure</p> <p style="text-align: center;">LCVAP</p>	<p style="text-align: center;">When issue arises</p> <p style="text-align: center;">ongoing</p> <p style="text-align: center;">2017</p>

<ul style="list-style-type: none"> To regularly assess the accessibility to the school buildings and grounds for children with a range of disabilities. Currently the school and grounds are accessible for all the children on roll. 	<p>Headteacher & H&S Governors</p>	<ul style="list-style-type: none"> Annually to review PE equipment to ensure any specialist equipment is considered as part of future purchases. Forest School continues to be offered to all children and all access the opportunity. Annually review Forest School provision and tools to ensure it remains accessible to all children on roll. Individual support plans are in place for children with individual needs. Children are supported with INAs when this is identified as needed within their provision. Provisions are regularly review by staff and outcomes monitored by Governors. 	<p>Sports Funding Grant</p> <p>Sports Funding Grant</p> <p>SEN Funding</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Plans reviewed three times a year</p>
Preparation for entry into school				
<ul style="list-style-type: none"> To improve access to the curriculum for children with a range of disabilities. 	<p>EYFS Lead and Class Teacher</p>	<p>Reception Induction:</p> <ul style="list-style-type: none"> Home and nursery visits continue to be carried out to ensure that the class teacher has a full understanding of all the children's needs on entry. Pre-school children are invited in to visit school to prepare them for entry to school. All children in reception are assigned a year 5 or 6 buddy to support transition and to encourage all of our children to nurture and support each other. On-entry assessments undertaken to inform planning and track progress. 	<p>Supply Cover</p> <p>None</p> <p>None</p> <p>Supply cover</p>	<p>July and September</p> <p>June & July</p> <p>September</p> <p>September</p>

<ul style="list-style-type: none"> To improve access to the curriculum for children with a range of disabilities. 	<p>Thrive practitioners with class teachers</p> <p>2 x thrive practitioners</p>	<p>Emotional well-being and support:</p> <ul style="list-style-type: none"> All children in the school to have a thrive assessment as part of the whole screening process to ensure a good understanding of children' emotional needs. To train two new Thrive Practitioners as current practitioner is leaving. Thrive work continues in school with a change in headteacher and continues to demonstrate added value. 	<p>Annual Licence and training fees £400.00</p> <p>£2000.00</p>	<p>Terms 2, 4 and 6</p> <p>Term 6 to Term 2</p> <p>September 2016</p>
<ul style="list-style-type: none"> To improve access to the curriculum for children with a range of disabilities. 	<p>Headteacher</p> <p>Headteacher</p> <p>MDSA</p> <p>Bursar / secretary</p> <p>Class Teachers & EVC</p>	<p>Wider Curriculum:</p> <ul style="list-style-type: none"> To ensure that all children have access to and are able to take part in a school club. To offer at least one free club each term to ensure access for all. Change for Life Club to run at lunchtime to engage hard to reach children. Audit of children attending clubs to be set up and monitored. Risk assessments carried out to ensure that all children are able to access school trips. 	<p>None</p> <p>Sports Funding</p> <p>None</p> <p>None</p>	<p>On-going</p> <p>September 2016</p> <p>Ongoing</p> <p>Ongoing</p>

<ul style="list-style-type: none"> To improve access to the curriculum for children with a range of disabilities. 	<p>SENCo</p> <p>Executive Headteacher</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p>	<p>Special Educational Needs:</p> <ul style="list-style-type: none"> SENCo to attend nursery and home visits for children as identified with additional needs or a disability. New SENCO to be appointed as current SENCo is leaving. Evidence of liaison with appropriate agencies for guidance and support and to ensure full access to the curriculum. All staff aware of appropriate teaching and learning strategies for all pupils including those with disabilities. Classroom audit to ensure that is accessible and meets the needs of all learners e.g. autistic and dyslexic. 	<p>None</p> <p>Staffing Budget</p> <p>SEN Funding</p> <p>Staff Training Budget</p> <p>None</p>	<p>July 2016</p> <p>September 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annual</p>
School trips, clubs and activities				
<ul style="list-style-type: none"> Access to extra-curricular activities to be enhanced and variety offered that is accessible to all 	<p>Class Teachers & EVC</p> <p>EVC or Headteacher</p>	<ul style="list-style-type: none"> Thorough risk-assessments continue to be carried out prior to each trip to ensure needs of any disabled pupil or pupils with additional needs are fully met. Meetings held with LA EVC to confirm current approach follows best practice. 	<p>None</p> <p>None</p>	<p>Ongoing</p> <p>As required</p>

Communication / Information				
<ul style="list-style-type: none"> To foster good relations between children who have a disability and those that do not. 	SLT and lead governor	<ul style="list-style-type: none"> Curriculum Map for both cycles to provide opportunities to address disability prejudice and to raise understanding and awareness of disability issues. Annual Diversity Week and Big Questions to be used to discuss issues of prejudice and foster positive relationships. Evidence of sourcing support from wider community to support awareness raising and improved links with the community. 	School budget	Annually
	Head of School		School Budget	Ongoing
	All Staff		None	Ongoing
Preparation of pupils for the next phase of education				
<ul style="list-style-type: none"> To ensure continuity of support for all pupils who move on from ASSR. To ensure effective communication with receiving schools to support all pupils. 	SENCo & Headteacher	<p>Transfer to secondary school:</p> <ul style="list-style-type: none"> Invite SENCo from secondary school to review Individual Education Plan or School Based Plan with ASSR staff and parents carers ahead of transition. Liaise with secondary school to negotiate additional transition visits to support successful transition. <p>Transition to primary school/alternative provision</p> <ul style="list-style-type: none"> SENCo to review individual plan/school based plan ready for transition. SENCo to make contact with receiving school to suggest a transition meeting. Taster Day to be organised/suggested to parents to support successful transition. 	None	Ongoing
	SENCO & Class Teacher		None	Ongoing