



School Accessibility Plan 2025/26

Next review: November 2026 by Headteacher & SBM

This policy has been approved by the School and Local Governing Board.

Headteacher

Date: 11/12/25

Local Governing Body

Date: 21/03/24

Reviewed 11/3/2026

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on Local Authorities and schools in relation to disabled pupils and prospective pupils. This was further updated by the Children and Families Act, 2014 and the SEND Code of Practice, September 2014. All schools are required to produce an Access Plan, including plans and strategies for an initial three-year period.

An access plan is a plan for:

- Increasing the extent to which disabled pupils can engage in the school curriculum.
- Improving the physical environment of schools to increase disabled pupils' physical access to education and extra-curricular activities.
- Improving the delivery of information to disabled pupils, using formats which give pupils better access to information.

The governing body, in consultation with the school, takes responsibility for the school accessibility plan together with its implementation and review. In terms of the day-to-day management of the Plan responsibilities may vary in schools. It may be the Headteacher, deputy Headteacher or SENCo who takes a lead. This will need to be made explicit in the Plan. The Access Plan may also be linked to the School Development Plan.

There is an ongoing process of consulting with the following groups in the revision of the Access Plan:

- Governors and Staff
- Pupils (e.g. school council)
- Parents / Community Groups

Senior Member of Staff Responsible: Nicola Bristow/ Heather Vaughan (SENCO) and Lucy Wheatcroft (Headteacher)

Linked policy documents and information sections in school prospectus and staff handbook e.g.:

- Curriculum/Teaching and Learning
- Assessment
- Supporting Children with Medical Conditions
- Admissions
- Equal Opportunity/Inclusion/Cultural Diversity
- Behaviour
- SEN and Inclusion
- PSHE
- Health and Safety (including Risk Assessment)
- Remote Learning

Aims

All Saints School have a responsibility to provide a broad and balanced curriculum for all pupils to enable our vision to be realised by the whole school community. At All Saints School, we are proud of our inclusive practice. Our aim is:

- To set suitable learning challenges for all pupils
- To respond to pupils' diverse learning needs
- To recognise the need for additional resources
- To overcome potential barriers to learning and assessment

Vision Statement

At All Saints School, our vision is underpinned by Jesus' mustard seed parable - Matthew 17:20

If you have faith as small as a mustard seed you can say to this mountain move from here to there and it will move. Nothing will be impossible for you.

"Together we Aspire, Believe, Explore, Achieve"

Mission for the School

"Our school is here to serve our children, their families and our community. Our aim is to inspire children through a broad curriculum, exploring and building their foundations to achieve success in their life.

We will do this through a nurturing and supportive environment, based on Christian values, that welcomes all children and their families regardless of their faith and explores a wide range of opportunities to develop learning and social skills, empowering children with a belief in their possibilities."

We aim for every All Saints child to be able to say:

- I aspire and aim high
- I am empowered to choose and I can share my ideas
- I am literate, numerate, technologically able and creative

- I am good at speaking to a range of people and making my feelings known
- I have respect for others
- I believe in taking risks and am resilient when I make a mistake
- I can explore for myself and make positive choices
- I know how to keep myself safe and be physically and mentally heal
- I know the difference between right and wrong
- I can explore and learn as part of a team and be respectful of others
- I explore and celebrate difference
- I understand the consequences of my actions
- I am curious about the world and the people in it
- I have a unique contribution to make to the wellbeing of my community and the world.
- I understand how I learn best
- I am loved and a valued member of the All Saints family

Approximately 19% of children are currently on the register of Special Educational Needs. The premises are relatively new (1994) with single storey (and staff mezzanine) accommodation and wide corridors with the addition of prefabricated classrooms, intervention rooms, a garden area and a “forest learning” site. Some areas are open plan which can present challenges for some children with specific sensory needs.

Pupils participate in all areas of the curriculum though inclusive and differentiated teaching. All lessons are adapted to suit the needs of all learners, whether these needs are physical, social, emotional, behavioural or academic needs. School trips have been adapted and extra support made available to ensure inclusion. Support services visit the school and advice on removing barriers to learning is implemented.

Members of staff are aware of the need for inclusion when updating policies, practices and procedures. Areas of concern are discussed in staff meetings to ensure pupil participation. The school has a high focus on assessment for learning where all pupils are monitored carefully to ensure realistic individual targets are set and monitored. Both parent and pupil consultations form part of this process. Where children are not meeting targets, it may be necessary to draw on the expertise of external support agencies such as speech and language consultants, educational psychologists and language advisory teachers to give specialist support to overcome barriers. High expectations are set for all children with a good deployment of support staff within school to establish a motivating learning environment. Planning is clear and differentiated with good use of groupings and peer support.

A high focus on PSHE is maintained in the school through the Jigsaw programme (personal, social and emotional development). Through this children are encouraged to develop awareness of disability.

The school continues to make alterations to its physical environment to increase access for particular children. This has included adaptation of toilets and sinks, building ramps and handrails, changing the layout of some playground equipment. In the period since the last review, sensory areas and quiet workspaces have been created for children with sensory processing difficulties and adaptations to the early years environment have been made to support accessibility.

Staff are aware of the need to ensure that information is delivered to pupils and adults in an appropriate format, often this might be through conversations with parents and pupils to clarify

information. This format will be dependent on individual pupil needs or impairments. Examples might include Braille, audio-tape, sign language, symbols etc. Staff are also aware of the need to accommodate children with literacy difficulties and dyslexic tendencies by means of multi-sensory approaches to learning and by varying the colour of text and background. The school uses a high range of visual support for all children and individual visual supports to promote communication, interaction and emotional regulation.

The school has updated its access plan and established clear timescales for action.

Physical Access

The environment is adapted to the needs of pupils as required.

This includes:

- *Corridor width*
- *Disabled parking bays*
- *Disabled toilets and changing facilities*

Target	Strategy	Desired Outcome	Timescales	Responsible person
To upgrade temporary classrooms when they become unfit for purpose.	To liaise with Ridgeway Education Trust in all stages of development including: funding, planning and build and completion.	Improve teaching and learning area, leading to impact and raise standards.	Classrooms to be assessed annually before start of academic year.	SBM
Review school environment considering physical needs of children joining the school and parents/ wider community.	To ensure environment is considered from entry through: <ul style="list-style-type: none"> ● Meetings with parents/ carers ● Adapting environment/ access ● Involvement from Physical disability/ Occupational Therapy team ● Personal Evacuation plans and risk assessments completed ● Consideration of accessibility at school events 	For all children and the wider community regardless of physical needs to access school and achieve well.	Ongoing as per need when children join the school or a need is identified. Ongoing per community needs (e.g. parents)	SENCo/ all SLT
To improve the accessibility and suitability of toilets and handwashing facilities	To utilise Schools Condition Allowance for this purpose.	Full physical access to the curriculum. Safer use of toilet facilities	Until next review of policy.	SBM

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Curriculum Access

Our school offers a differentiated curriculum for all pupils.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

Target	Strategy	Desired Outcome	Timescales	Person responsible
<p>To ensure that all members of staff follow the Children and Families Act, 2014, including the SEND Code of Practice, the evolving National Curriculum to ensure inclusive practice across the school i.e.</p> <ul style="list-style-type: none"> ● To revise the format for SEND Support plans to show the graduated response to support with clear targeted next steps identified. ● Setting suitable Learning challenges and adaptation within each lesson ● Responding to pupils' diverse Learning needs ● Overcoming potential barriers to Learning and assessment for individuals and groups of pupils. 	<p>Key subject leaders to monitor coverage of curriculum areas</p> <p>Information given during staff induction.</p> <p>Discussion with Team Leaders and monitoring of planning.</p> <p>Individual learning plans to identify small next steps and outcomes for each child.</p> <p>This allows adaptations to be made to foster good process.</p>	<p>Staff knowledgeable about national policy and Codes of Practice.</p> <p>SEND Pupil Profiles identify next steps and provision to support progress and attainment.</p> <p>SEND Learning plans show outcomes achieved and progress.</p> <p>The quality of planning and teaching in class/subject lessons meets the needs of pupils with SEN and reflects the National Curriculum Inclusion Statement.</p>	<p>Regular staff lesson observations and learning walks.</p> <p>Class teachers to provide termly provision maps.</p> <p>3x per year monitoring, with the use of Pupil Profiles, pupil voice and parent voice in line with parents evenings.</p> <p>Risk assessments are completed upon joining or identifying need, reviewed at least yearly.</p>	SENCo

<ul style="list-style-type: none"> ● To recognise the need for additional resources ● To ensure all staff use these to inform planning and provision across the school. ● To make all staff aware of available specialist support through multi-agency support. ● To identify INSET needs. ● To monitor extra-curricular activities e.g. clubs, school visits etc. to ensure that disabled pupils can participate where reasonable adjustments can be made. 	<p>Provision Map reflects the needs of pupils with diverse needs.</p> <p>Staff to be made aware of available Support Services as required.</p> <p>Training and information for all members of staff and governors when available.</p> <p>Staff meeting to review access to clubs and outdoor education field trips where necessary.</p>			
<p>To look at potential intake and admissions for each term/year to identify training needs.</p> <p>To consider the range of SEND provision and establish whether pupils with disabilities are making adequate and sustained progress.</p>	<p>To provide access training relevant to whole school and individual pupil needs.</p> <p>Analysis of assessment relating to progress of pupils with disabilities.</p> <p>Introduce revised tracking system, linking to individual learning plans and tracking of progress towards targets.</p>	<p>All staff feel competent and supported in dealing with wide range of ability/disability.</p> <p>Investment in new teaching materials and methods to support pupils with SEND and appropriate teaching and support staff training.</p> <p>Liaising with Trust IT team to consider adaptive technology further as a provision to support more children.</p>	<p>Ongoing training to be provided as the need arises. Reviewed each year in staff planning.</p> <p>Ongoing when required, review annually for next academic year.</p>	<p>SENCo</p>

	<p>Provision Mapping to establish range of provision offered and to identify gaps in provision.</p> <p>Action plans will be drawn up by SENCo & SBM for vulnerable groups to ensure they can access curriculum</p> <p>Provision of IT equipment to remove barriers to learning and curriculum access</p> <p>Track and analyse assessment data of pupils with special educational needs and disabilities.</p>			
<p>To ensure wellbeing, mental health and the SRE curriculum is accessed by all pupils. (JIGSAW)</p> <p>Well-being is a whole school focus. Primary PSHE scheme of work taught to all year groups, including statutory Relationships and Health Education in a spiral, progression.</p>	<p>Staff training in light of changes to curriculum for Sep 2026</p>	<p>Children’s relevant learning experiences help them navigate their world and to develop positive relationships with themselves and others. Strong emphasis on: emotional literacy, building resilience and nurturing mental, physical health and mindfulness allowing children to advance their emotional awareness, concentration and focus.</p>	<p>Reviewed annually as part of curriculum planning.</p>	<p>Headteacher</p>

<p>To enable all pupils with SEND to access all areas of the curriculum.</p> <p>Knowledge organisers to be made visual to support language, recall and retention.</p>	<p>Universal offer documentation used by all staff. Class overviews in place. Highly evidence (OAT/ NASEN) informing approaches.</p> <p>Teaching and learning toolkit informs all teaching approaches and CPD. Evidence backed to support learning for all children, particularly those with SEN.</p> <p>All children on the school SEN register have identified pupil profile plans.</p> <p>Curriculum leaders have strong knowledge of how to make their subject accessible for learners with SEND as shown in curriculum intent (using NASEN advice)..</p> <p>Curriculum subject leaders can illustrate examples of where adjustments have been made for specific learners.</p>	<p>Teachers use evidence based strategies to ensure highly effective quality first teaching.</p> <p>Monitoring show engagement of children with SEN and adaptations made within each subject</p> <p>Curriculum subject leaders have resources and skills necessary to provide support to teachers to make curriculum accessible. High expectations are set and barriers to learning are removed to Allow pupils to achieve expectations E.g. Through accessible resources, differentiation, scaffolding and reasonable adjustments.</p> <p>Children can talk knowledgeably about their learning across the curriculum. Make sure SEND pupils are part of pupil voice groups</p>	<p>Termly monitoring as per monitoring overview and SDP</p> <p>Review annually with subject leads</p> <p>Termly pupil voice groups and lesson monitoring</p>	<p>SENCo/ SLT</p>
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	<p>Knowledge organisers have been adapted to be more visual.</p> <p>All school monitoring to have a focus on SEN and adaptations being made to support accessibility of content</p> <p>To make appropriate ACCESS arrangements for statutory assessments.</p> <p>Strong package of CPD linked to school development plan.</p> <p>Enhanced Pathway introduced September 2025</p>	<p>Access Arrangements considered carefully with SENCO discussion for all statutory assessments.</p>	<p>Access arrangement tracking/ assessment data</p>	
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Access to Information

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Makaton
- Large print resources
- Colour overlays
- Pictorial or symbolic representations
- Visual prompts using SCERTS approach
- Monochromatic communication
- Language link

Target	Strategy	Desired Outcome	Timescale	Responsible
<p>To continue improving access to information by taking advantage of new technology, as well as more traditional methods of communication as appropriate:</p> <ul style="list-style-type: none"> ● School Gateway ● Social media ● Text messaging ● School website ● Virtual parent meetings 	<p>Improve school website and SEN information available.</p> <p>School gateway APP gives immediate access to information</p> <p>SEND local offer to signpost parents to support agencies.</p> <p>SENCo to survey parents after each pupil profile review to seek feedback.</p> <p>SEN coffee mornings and parent forum to hear views and feedback.</p>	<p>Improved website</p> <p>Local Offer Available through website.</p> <p>Immediate communication with parents</p> <p>Governors to have discussed and made recommendations.</p>	<p>Reviewed annually</p>	<p>SBM</p>
<p>To provide a high level of visual cues and visual methods of communication across the school as the communication and interaction needs of the school increase and the number of children with English as an Additional Language increase.</p> <p>To use Makaton signing where needed and to improve school training on this approach.</p>	<p>Early Years/ KS1 staff to wear visual cues and for these to be visible around setting.</p> <p>All staff to wear visuals for Zones of Regulation.</p> <p>Key staff to have a wide bank of visual prompts.</p> <p>MAKATON training for relevant staff.</p> <p>Purchase visual support online through Widgit online.</p>	<p>Children with communication and interaction needs or English as an Additional Language, have an effective means of communication.</p> <p>Further training on Makaton signing has been provided where necessary.</p>	<p>Review of communication & language accessibility of entire school to be held by end 25/26 academic year</p>	<p>SENCo</p>

To maintain above practice and review on an annual basis.

Regular review of need and delivery of alternative formats as needed.

Information available for parents and pupils in a variety of formats.

School website
Weekly newsletter

SBM

