



All Saints'

family, faith, flourish

'God gave you that gift... Now let it flourish, as a small flame grows into a fire' (2 Timothy 1:6 - ICB)

Accessibility Plan

Statutory and to be reviewed annually

September 2025

Version	Date	Narrative	Minute No.	Review Date
1	14.10.21	Policy reviewed	21.1	Oct 24
2	13.9.22	NEW! Combined new policy with updated accessibility plan following review of previous targets	FGB/2223/130922/15	July 2024
3	July 24	REVISED! EHT reviewed with SENCO and senior staff.		September 2025
4	September 2025	Revised with reference to the latest SIP and Trust SEND policy.		

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Statement of intent

Inclusion is at the heart of everything we do at All Saints CE Infants and All Saints CE Juniors. Both schools, which work together under shared leadership, continue to strive to build and further develop the inclusive practice which we have in place. We firmly believe that all children and adults should be supported to achieve their best so that they can achieve, belong and thrive.

All Saints CE Infant and All Saints CE Junior is committed to improving access to education for all pupils, including those with disabilities. Our Accessibility Plan, for both schools, focuses on three key areas in line with the Equality Act 2010¹:

- enhancing participation in the **curriculum**;
- improving the **physical environment**;
- increasing the availability of **accessible information**.

In continually striving towards these aims, we also enact the educational vision of the Church of England by educating with '*dignity and respect*', because we ensure '*the equal worth of those with and without special educational needs and disabilities is recognised*'² in our practice.

The staff at both All Saints CE Infants and Junior school work in tandem with one another, whilst also collaborating closely with neighbouring trust schools through a strong and effective partnership. This established collaboration allows our children, families and staff to benefit from the expertise of a dedicated, non-class-based SENCO and the support of a highly effective Inclusion Team. Our commitment to inclusive practice is further enhanced by the guidance and support we receive from Derby Diocesan Academy Trust and the local authority.

Our Accessibility Plan is resourced, implemented, reviewed and revised in consultation with:

- The Head of School, SENCOs and the Inclusion Team.
- Members of our school's Local Trust Committee including our link governor.
- Our Trust (Derby Diocesan Academy Trust).

1. Legal framework

Our Accessibility Plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Education Act 1996
- Education and Inspections Act 2006
- Equality Act 2010

¹ Also set out [paragraph 4.29 of The Equality Act 2010 and schools, published by the DfE](#)

² Church of England Vision for Education (2016: 7)

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools' (specifically paras. 4.28 – 4.30)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' (specifically para 6.2)

Our Accessibility Plan operates in conjunction with the following policies and documents:

- Administering Medication Policy (Trust)
- Admissions Policy (School)
- Behaviour Policy (Partnership)
- Data Protection Policy (Trust)
- Church of England Vision for Education (2016) Deeply Christian, Serving the Common Good
- Equality Information and Objectives Policy (School)
- Early Years Policy (Trust and adapted for school)
- Health and Safety Policy (Trust)
- School Improvement Plan (School) (which has a discrete area focused on further strengthening inclusion)
- Special Educational Needs and Disabilities (SEND) Policy (Trust) (specifically section 3).
- Supporting Pupils with Medical Conditions Policy (Trust)
- Trust Improvement Plan (Trust) (specifically Priority 1 – High quality and inclusive education)

2. Roles and responsibilities

The Local Trust Committee at All Saints will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the requirements set out within this plan.
- Approving this plan before it is implemented.
- Monitoring and reviewing this plan on an annual basis (in line with the Trust's SEND policy).

The headteacher will be responsible for:

- Ensuring that all staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trust, Local Trust Committee and external agencies (as appropriate) to effectively create and implement the school's Accessibility Plan.

Our SENCO will be responsible for:

- Working closely with the headteacher and Local Trust Committee to ensure that all pupils, including those with SEND, are wholly included.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

All staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Objective	Rationale	Who	When	Outcome	Review
Short erm	To improve behaviours for learning so that all children engage with and attend to adult instruction.	See SIP Priority 2	Headteacher, Head of School and Deputy SENCO	Training: 5.9.25 Training: 1.10.25	<ul style="list-style-type: none"> ✓ Reduction in low-level disruption and increased pupil engagement. ✓ Observations show improved attention and participation across all groups. ✓ Staff report increased effectiveness of instructional strategies post-training. 	
	Brackenfield assessment approach consistently used to inform precise next steps and support tracking of attainment and progress.	<p>Whilst we are implementing the Trust's assessment strategy, we need to consistently adopt the Brackenfield assessment (in line with the <i>Trust's SEND policy</i>) to ensure appropriate assessment is used to inform precise next steps.</p> <p>This further supports the provision for children as they transition between KS1 into Lower KS2.</p>	Partnership SENCO, Deputy SENCO and Head of School	From September 2025	<ul style="list-style-type: none"> ✓ Brackenfield assessments are used consistently across relevant cohorts. ✓ Children benefit from planned provision which they can access readily and successfully. ✓ Pupil progress tracking shows improved precision in planning and intervention. 	

					<ul style="list-style-type: none"> ✓ <input type="checkbox"/> Staff feedback indicates increased confidence in using assessment data. 	
Medium term	Implement revised RSHE requirements so all children learn about their emotions, safety and how to regulate.	The government has published updated guidance for relationships, sex and health education in schools...to support children to develop positive attitudes	Headteacher, Deputy Head and Head of School	For the start of September 2026	<ul style="list-style-type: none"> ✓ RSHE curriculum fully aligned with updated statutory guidance. ✓ Pupils demonstrate improved emotional literacy and self-regulation. ✓ <input type="checkbox"/> Parent and pupil feedback reflects increased understanding of safety and wellbeing. 	
Long term	All staff, both teachers and TAs, are trained practitioners in identified SEMH provision.	<p>Whilst we have trained staff across the partnership who provide in school support, our ambition is that all staff have the training to identify and support the increased need for SEMH support.</p> <p>See SIP Priority 2</p>	Partnership SENCO		<ul style="list-style-type: none"> ✓ 100% of staff complete SEMH training. ✓ Staff apply SEMH strategies consistently across the school. ✓ Reduction in SEMH-related incidents and improved pupil wellbeing (via Boxall and pupil voice). 	

Planning duty 2: Physical environment

	Objective	Rationale	Who	When	Outcome	Review
Short term	All learning environments reduce visual and auditory stimulus, enabling full inclusion.	See SIP Priority 2	Headteacher, Head of School and SENCOs	From September 2025 Training: 5.9.25; 1.10.25	<ul style="list-style-type: none"> ✓ Classrooms adapted with calming visuals and reduced noise levels. ✓ Pupil feedback and observations show increased focus and comfort. 	
Medium term	<p>The internal school environment is adapted to the needs of pupils as required.</p> <p>This includes providing further adaptations including:</p> <ul style="list-style-type: none"> • Corridor width 	There is a need to review and ensure all doors and corridors are easy to navigate for those with disabilities.	Headteacher and Head of School	For the start of September 2026	<ul style="list-style-type: none"> ✓ Audit completed and necessary adaptations made. ✓ Pupils with mobility needs navigate the school independently. ✓ Compliance with accessibility standards confirmed. 	
Long term	<p>The external school environment is adapted to the needs of pupils as required.</p> <p>This includes providing further adaptations including:</p> <ul style="list-style-type: none"> • KS2: Access the terrapins 	<p>Whilst our junior building is on an, even level, it is set on a steep hillside.</p> <p>There is a need to adjust the access arrangements to all classrooms as currently one set of rooms is in accessible.</p>	Headteacher and Head of School	For the start of September 2026	<ul style="list-style-type: none"> ✓ All rooms and areas of the provision are accessible ✓ Parents and visitors with disabilities report improved access. 	

Planning duty 3: Information

	Objective	Rationale	Who	When	Outcome	Review
Short term	Provide written information in suitable formats: <ul style="list-style-type: none"> • Appropriate font; • Specialist materials for delivery of phonics (adapted GPC cards). 	Not all written information is accessible to pupils with visual impairments or with additional need.	Head of School and SENCOs		<ul style="list-style-type: none"> ✓ All classroom materials adapted for visual accessibility. ✓ Specialist phonics resources used effectively. ✓ Pupils with visual impairments access learning materials independently. 	

<p>Medium term</p>	<p>Improve the delivery of information to pupils, staff and parents with a disability.</p>	<p>Whilst the school website meets statutory requirements, further work can be undertaken to make material more accessible. School can use AI to create one page, parent and child friendly summaries of key information so that important information is easily accessible.</p>	<p>Head of School and SENCOs</p>		<ul style="list-style-type: none"> ✓ Key documents summarised in accessible formats using AI tools. ✓ Website accessibility features enhanced. ✓ Parent surveys and Trust audits show improved understanding of school communications. 	
<p>Long term</p>	<p>Ensure all school communications are available in multiple accessible formats (e.g., audio, large print, translated versions)</p>				<ul style="list-style-type: none"> ✓ Communications routinely offered in alternative formats. ✓ Increased engagement from families with accessibility needs. ✓ Compliance with statutory accessibility requirements. 	

Monitoring and review

This plan will be reviewed, in line with the expectations in the [Trust's SEND policy](#), on an annual basis by the Local Trust Committee, SENCO and leadership team.

