



Accessibility Plan

2024-2026

Plan updated: February 2025
To be reviewed by: February 2026
Reviewed by: Katie Hammond; LGB

Version Control

Date	Change
Feb 2024	Plan prepared by Barbara Rodel
Feb 2025	Plan updated, restructured and reformatted

Policy approved by LGB on:

**At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.
- 25 Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.
- 26 So I run with purpose in every step.

1 Corinthians 9: 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

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1. Aims

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We aim to provide a planned, stimulating, secure and caring environment, in which every child will be given the opportunity to fulfil their own potential mentally, physically, socially and spiritually.

The purpose of this Accessibility Plan is to:

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve 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
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues. We have included a range of stakeholders in the development of this accessibility plan and we will support any available partnerships to develop and implement the Plan.

This Accessibility Plan is covered by the **MAT Complaints Procedure** (available on our website or in the School Office), and this sets out the process for raising any concerns relating to accessibility in school.

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 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.

3. Monitoring arrangements

This Accessibility Plan covers a period of **4 years**, but it will be reviewed **annually**: it may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Board of All Saints' C E Primary School.

4. Links with other policies and documents

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

- **Health and Safety Policy**
- **Equalities Policy**
- **Equality Objectives Action Plan**
- **MAT Complaints Procedure**
- **Special Educational Needs & Disability (SEND) Policy and Information Report**
- **Supporting Pupils with Medical Conditions Policy**
- **Risk assessments**
- **Individual Care Plans and PEEPs**

5. Accessibility Plan Feb 2024 – Feb 2028

Senior Member of Staff responsible: Katie Hammond; Governor responsible: Rachel Wood

All actions ongoing

KEY
A) Participation in the Curriculum
B) Physical Environment
C) Information Delivery

AIM	ACTION REQUIRED	SUCCESS CRITERIA	FUNDING	LEAD(S)	ACHIEVEMENTS
1) To provide personalised approaches to learning for pupils with SEND	<ul style="list-style-type: none"> creating a personalised curriculum which meets the needs of each pupil training for specialist TA with Suffolk Specialist Education Services (SES) Speech & Language training from Live Well (NHS) for specialist TAs 	<ul style="list-style-type: none"> Small Steps progress (monitored by SENCo) is positive feedback from visiting specialist teachers feedback from specialist TAs (e.g. do they feel sufficiently trained to support these pupils?) 	High Needs funding & general curriculum	SENCo, Head, Class Teachers	<ul style="list-style-type: none"> programme started Sep 24 adaptions to meet pupil needs made throughout 2024-25 positive feedback from parents, Spr 2025; pupils are more settled in school
2) To increase inclusion of disabled pupils in sports	<ul style="list-style-type: none"> adaptations made in PE lessons, clubs & events so that all can access sport in school participation in all-inclusive sports events from Forest Heath Partnership 	<ul style="list-style-type: none"> all pupils (able-bodied or disabled) have had a chance to show their area of sporting expertise parents have been signposted to specific sporting classes for pupils with SEND annual participation in local school sporting events for pupils with SEND 	Sports Premium used to support pupils with SEND in PE	P East, C Hewson, Ian Jackson	<ul style="list-style-type: none"> Panathlon for pupils with SEND, Mildenhall, 5 Mar 2025
3) To create KS1 & KS2 nurture rooms (Rainbow Room & the Ark)	<ul style="list-style-type: none"> set up rooms (painting, reordering, resourcing) 	<ul style="list-style-type: none"> rooms ready for use audit of resources (to allow sale of unneeded items to raise funds) annual review of impact of rooms each summer term – pupil voice, parent voice, TA questionnaire. 	Sale of unneeded items to raise funds; PTA fundraising	SENCo, Head, Chair of Governors	<ul style="list-style-type: none"> rooms ready by Oct half term 2024 continuing sale of unneeded resources
4) To use technologies and strategies which enable pupils with SEND to understand & communicate effectively	<ul style="list-style-type: none"> whole school adoption of Widget use of Clicker to enable pupils with SEND to access English learning use of voiceboxes to enable pupils with SEND to record their ideas to aid organisation of thoughts. investigate Talk-Time recordable postcards (teachers or pupils can record a sentence to support reading & writing) extra face-to-face sessions after information evenings use of Walkthru to ensure that Staff keep all pupils in mind when presenting information & recalling it information from the pupils 	<ul style="list-style-type: none"> new technologies and strategies in place Small Steps progress (monitored by SENCo) is positive positive feedback from pupils and parents 	High Needs funding & general curriculum; Pupil Premium (for Walkthru)	SENCo, Head, Class Teachers	<ul style="list-style-type: none"> adoption of Widget & Clicker by Dec 2024 voiceboxes where needed by Dec 2024 extra face-to-face for Y6 residential meeting, Jan 2025