



# Accessibility Plan 2026-28

Plan updated: January 2026  
To be reviewed by: January 2028  
Reviewed by: Katie Hammond; LGB

## Version Control

| Date     | Change                           |
|----------|----------------------------------|
| Jan 2026 | Plan updated by HT; reformatted. |
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|          |                                  |
|          |                                  |
|          |                                  |
|          |                                  |

*Policy approved by LGB on: .....*

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

**At All Saints' we are 'known, loved and valued'.**

**DREAM - BELIEVE - ACHIEVE**

'For I know what I have planned for you, 'says the Lord. I have plans to prosper you, not to harm you. I have plans to give you a future filled with hope.'

Jeremiah 29:11

**Vision Statement**

*At All Saints' our vision is to encourage every child to **dream** without limits, **believe** in their God-given potential, and **achieve** their highest aspirations. Through our Christian values, rooted in the Fruits of the Spirit, we shape our curriculum, relationships and decision-making, ensuring that every child is **known, loved and valued** as a unique child of God (Jeremiah 29:11); fostering a strong sense of belonging and purpose.*

**DREAM - BELIEVE - ACHIEVE**



**St Edmundsbury and Ipswich**  
Diocesan Multi Academy Trust

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to outline how the school will improve access to education for all pupils, in line with the Equality Act 2010 and SEND Code of Practice.

### School Context

- One-form entry primary school
- Higher-than-average proportion of pupils with English as an Additional Language (EAL)
- SEN support and EHCP levels in line with national figures

### Aims

- Improve access to the curriculum
- Improve physical access to the school environment
- Improve access to information

## 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 document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Body of All Saints' C E Primary School.

## 4. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equalities Policy and objectives action plan
- Complaints Procedure
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Individual Care Plans and PEEPs

## 5. Current Plan

See following page.

| Priority                                                                                                                                             | Focus Area                    | Actions                                                                                                                                                                             | Success Indicators                                   | Timescale / Priority | Lead Person(s)       | Outcome/ Final Review |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------|----------------------|-----------------------|
| <b>1. Access to the curriculum</b><br><br><b>Objective:</b><br>Enable full participation for pupils regardless of learning need or language ability. | Inclusive teaching approaches | <ul style="list-style-type: none"> <li>● Staff training on differentiation and Scaffolded Instruction</li> <li>● EAL-specific pedagogy (vocabulary development, visuals)</li> </ul> | Increased engagement & progress for SEN & EAL pupils | Ongoing              | SLT; SENDCo          |                       |
|                                                                                                                                                      | SEN/EHCP support              | <ul style="list-style-type: none"> <li>● Regular review of IEPs &amp; EHCP targets</li> <li>● TA deployment prioritised for identified needs</li> </ul>                             | Targets met, positive outcomes in review meetings    | Termly               | SENDco               |                       |
|                                                                                                                                                      | Language support              | <ul style="list-style-type: none"> <li>● language screening on entry</li> <li>● structured EAL support sessions</li> </ul>                                                          | Reduced language barriers in classroom participation | Ongoing              | EAL Lead (EM)        |                       |
|                                                                                                                                                      | Assessment access             | <ul style="list-style-type: none"> <li>● adapted assessments, reader/scribe support where appropriate</li> </ul>                                                                    | Learners can demonstrate attainment                  | Termly               | Class Teachers       |                       |
| <b>2. Physical Environment</b><br><br><b>Objective:</b><br>Ensure safe and easy physical access to all facilities.                                   | Building access               | <ul style="list-style-type: none"> <li>● annual review of ramps, doors, toilets, playground markings</li> <li>● address any physical barriers quickly</li> </ul>                    | Improved access compliance                           | Annually             | HT; Site supervisor! |                       |
|                                                                                                                                                      | Signage                       | <ul style="list-style-type: none"> <li>● clear signage with icons and languages where relevant</li> </ul>                                                                           | Easier navigation around school                      | End of Sum term 2026 | SBM                  |                       |
|                                                                                                                                                      | Safe routes                   | <ul style="list-style-type: none"> <li>● ensure pathways and play areas are safe for all mobility needs</li> </ul>                                                                  | Accident logs reduce                                 | Ongoing              | All Staff            |                       |
| <b>3. Access to Information</b><br><br><b>Objective:</b><br>Communicate effectively with pupils and families.                                        | Family communication          | <ul style="list-style-type: none"> <li>● translated letters where needed</li> <li>● interpreter support at key meetings (if available)</li> </ul>                                   | Parents informed and engaged                         | Ongoing              | Office; EAL Lead     |                       |
|                                                                                                                                                      | Curriculum information        | <ul style="list-style-type: none"> <li>● publish curriculum overviews with key vocabulary lists</li> </ul>                                                                          | Shared understanding of learning goals               | Termly               | Curriculum Lead (NM) |                       |
|                                                                                                                                                      | SEN/EHCP information          | <ul style="list-style-type: none"> <li>● accessible reports with clear targets and next steps</li> </ul>                                                                            | Parent satisfaction and clarity                      | Termly               | SENDCo               |                       |