

All Saints Academy Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives State short, medium, long term.	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Pupils have access to all elements of the curriculum – with adaptations where appropriate.</p> <p>Liaison with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).</p> <p>Deployment of Teaching Assistants (TA) to support a mix of curriculum and learning needs</p> <p>Where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.</p> <p>Setting clear learning objectives that are appropriately differentiated for individual pupils.</p> <p>Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.</p>	<p>Developing Forest schools ethos with 1 member of staff trained as a forest school practitioner - Medium</p> <p>To ensure that staff are trained to support pupils with emotional needs through Team Teach and CPD specific to need - Short</p> <p>To ensure staff are trained on the Thrive approach to address SEMH needs –Medium</p> <p>Further development of curriculum to address Diversity – with an element focusing on disability</p>	<p>Appropriate CPD sourced and staff directed to attend</p> <p>Monitoring of CPD review cycle to ensure training is up to date.</p> <p>Trained staff members update training and disseminate to all school staff.</p> <p>Diversity weeks as part of the whole school curriculum.</p>	<p>L.Shepherd Woodhall</p> <p>J.Kent</p> <p>K.Glyde</p> <p>C.Walls</p>	<p>July 2019</p> <p>Ongoing</p> <p>July 2019</p> <p>July 2019</p>	<p>Staff trained in Forest Schools Curriculum, its use in school has a positive impact on learning and attitudes to school.</p> <p>Staff training is appropriate to need and within date.</p> <p>Staff training is appropriate to meet SEMH needs and within date.</p> <p>Children are more educated, accepting and understanding of disability within</p>

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	<p>Development of Thrive principals within school with four members of staff trained in the approach.</p> <p>Ensuring educational visits are accessible to all pupils.</p> <p>Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.</p>	<p>Enable access to the school field for those pupils/staff with a disability – mobility, Visual Impairment etc - LONG</p>	<p>Disabled visitors to school – eg Para – Olympians</p> <p>Quotes for bridge/improved access to the field.</p>	<p>C Walls/SMAT</p>	<p>July 2022</p>	<p>the community and world.</p> <p>Children and staff can access school field easily and without danger.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes: The approach and carparking is convenient, routes are wide enough and visual signage is clear. The building is within convenient distance of a highway and public transport.</p>	<p>Although car parking is within convenient distance, spaces are very limited (6 maximum). Due to space limitations this cannot be enlarged.</p> <p>There are no designated accessible car parking spaces, although an un-official space would be made available as a need for it arose. Medium term plan- Mark up car</p>	<p>None</p> <p>Quotes to mark up car parking spaces including accessible space.</p>	<p>N/A</p> <p>Sarah Fogg</p>	<p>N/A</p> <p>March 19 Action complete.</p>	<p>Car parking is accessible to all.</p>

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		<p>parking spaces including accessible.</p> <p>The car park has an uneven hardcore surface and is unmarked.</p>	<p>Research funding options for carpark resurfacing.</p>	<p>Sarah Fogg</p>	<p>July 19</p>	
	<p>Routes and external level change are ramped and are suitably graded, surfaced and fit for use.</p>	<p>Although step nosings are marked these are beginning to fade and could do with a refresh of paint. Short term plan- Step nosings to be marked up in high contrast paint.</p>	<p>Repaint step nosings.</p>	<p>Headteacher to delegate to Caretaker.</p>	<p>September 19</p>	<p>Steps are clearly visible to all.</p>
	<p>Entrances including reception have doors that are clearly distinguishable, permit passage for both double buggies and wheelchair users. Door furniture can be used at both standing and seated height and can be easily grasped. Floor surfaces are slip resistant and firm for wheelchair manouvre. The Reception desk is suitable for</p>	<p>The main entrance door has a raised threshold. There is visibility for those in standing position through the main entrance door but not for those in a seated position. Short term plan- Test ease of use with a wheelchair to manouvre the raised threshold. Long term plan- Replace entrance</p>	<p>Test the door furniture for ease of use at a seated height.</p>	<p>Sarah Fogg</p>	<p>Oct 18 Action complete. Door can be negotiated but not with ease.</p>	<p>Main entrance is accessible to all.</p>
			<p>Quotes for new main entrance doors.</p>	<p>Sarah Fogg</p>	<p>July 19</p>	

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	<p>approach from both standing and seated positions.</p>	<p>doors to ensure full visibility from seated level and include a flush threshold.</p>				
	<p>Horizontal movement and assembly- Corridors are wide enough for a wheelchair user to manoeuvre. They are free from obstruction and this is visually checked daily. Floor surfaces are suitable for manoeuvre. Directional fire escape signage is in place and can be seen from both sitting and standing levels.</p>	<p>There is not enough circulation space for wheelchair users. Each corridor has steps, there are no ramps.</p>	<p>Due to the age and layout of the building, change cannot be made to the circulation space. The accessible classroom/hall can be entered and exited through an external door.</p>	<p>None</p>	<p>N/A</p>	<p>Horizontal movement can be made by all.</p>
	<p>Vertical movement and internal level change- Level changes are clearly lit and the pitch of steps/stairs are consistent.</p>	<p>Internal steps have a colour contrast but no texture or signage. Short term- Signage to be displayed.</p>	<p>Signage to be fitted where appropriate.</p>	<p>Office manager to source. Caretaker to fit.</p>	<p>July 19</p>	<p>Internal level changes can be made with ease and safely.</p>
		<p>Wooden handrails are in place but they do not extend beyond the top and bottom of the</p>	<p>Quotes for new hand rails.</p>	<p>Sarah Fogg</p>	<p>July 19</p>	

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	<p>Doors are readily distinguished and serve both a functional and safety purpose. Clear opening width permits wheelchair access and handles are at a sufficient height for standing and sitting and easily operated. Door mechanisms are checked regularly.</p> <p>Lavatories- WC provision is made for people with disabilities. It has slip resistant flooring which is easily distinguishable from the background. Ambulant disabled people can manoeuvre and raise</p>	<p>flight. Long term- Replace wooden hand rails.</p> <p>Landings are not large enough to permit passing and turning manoeuvres.</p> <p>Internal short rises are not ramped. There are no lifts in the building.</p> <p>The Y2 sliding classroom door has come unfixated at the bottom. This requires repairing or a new door fitting. Short term- Door to be fixed. Long term- New fire door to be fitted.</p> <p>None</p>	<p>Due to the age and layout of the building, change cannot be made to the size of landings, ramping of short rises or space for fitting a lift.</p> <p>Y2 sliding door to be fixed.</p> <p>Quote and replace Y2 sliding door with fire door.</p> <p>None</p>	<p>None</p> <p>Caretaker</p> <p>Office manager</p> <p>N/A</p>	<p>N/A</p> <p>Oct 18 Action complete.</p> <p>July 19</p> <p>N/A</p>	<p>Doors are functional for all.</p> <p>Lavatories can be used by all.</p>
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	<p>themselves in standard cubicles. Wheelchair approach is free of steps/narrow doors and obstructions. Fittings and light switches are easily reached and operated, hand washing and drying facilities are within reach of someone seated on the W.C. Grab rails are fitted in appropriate positions to facilitate use of the W.C. and the manoeuvring area is free of obstruction.</p> <p>There is an emergency call system in place and someone designated to respond.</p> <p>Fixtures and fittings- Lunchtime counters are accessible to all users.</p> <p>Display and bookshelves are visible and accessible for people with disabilities.</p> <p>Eating and meeting spaces allow for use by wheelchair</p>	None	None	N/A	N/A	Fixtures and fittings are accessible to all.
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	<p>users and other people with disabilities.</p> <p>Means of escape- One classroom has a final exit route accessible to all, the others do not permit easy exit for wheelchair users but are accessible to other types of disability users. This classroom would be used by pupils or staff that needed use of a wheelchair. Personal emergency evacuation plans (PEEPs) are in place for those that require assistance.</p> <p>A management evacuation strategy is in place and staff are trained in evacuation procedures. Fire warning devices and detectors are routinely and regularly checked.</p>	<p>Upper and lower levels do not have evacuation/ platform lifts. There are stairs available but no ramps. Long term- research possibility of accessibility options.</p>	<p>Research accessibility/ funding options.</p>	<p>Sarah Fogg</p>	<p>July 19</p>	<p>Upper and lower levels can be accessed by all.</p>
<p>Improve the delivery of Information to</p>	<p>Lighting throughout school is adequate for the needs of all.</p>	<p>There is no braille information available</p>	<p>This can be purchased through an</p>	<p>Headteacher</p>	<p>As required.</p>	<p>Information is delivered efficiently to pupils.</p>

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pupils with a disability	Large-print versions of information can be made available if needed.	for people with visual disabilities. The building is not equipped to provide hearing assistance.	outside agency as and when required. An induction loop could be fitted as and when required.			
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