



All Saints Accessibility Plan

created: September 2024



‘Working together to support children in becoming the best version of themselves they can be.’

School Name	All Saints Church School
SEND Governor	Mrs Rachel Jones
SENDCo	Mrs Joanne Fear
SEND Policy created by	Mrs Joanne Fear (NASENCO Award achieved 2018) Mrs Rachel Jones – SEND Governor School Leadership Team Reviewed by the SEND Parent Forum
SEND Policy approved by	Headteacher – Mrs Sharon Bowditch All Saints Governing Body
Date of Approval	<i>To be approved at Governor’s meeting</i>
Review date	September 2027

Section 1: Vision Statement

All schools are required under the Equality Act 2010 to have an accessibility plan. Please read this in conjunction with our [SEND report](#).

The purpose of the Accessibility Plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school serves the communities of Montacute, Odcombe, Brympton and Lufton and is located in the historic village of Montacute. We are an academy and a member of the Bath and Wells Multi Academy Trust. We are extremely lucky to be surrounded by the beautiful grounds of the National Trust of which we are able to access throughout the academic year.

At All Saints Church School we are very proud of all our children and strive to help them reach their full potential. We are a nurturing, inclusive and ambitious school whose staff and Local Partners are dedicated to ensuring that our values of Community, Friendship, Perseverance, Respect, Wisdom and Love are integral to everything we do, and this is reflected in the behaviour and attitudes of our children. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan. We collaborate with our Local Authority, Somerset County Council. Our school’s complaints procedure covers the accessibility plan. If

you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan.

Our [SEND Information Report](#) outlines what we as a school can provide for children who have special educational needs and disabilities.

This could be, but is not exclusive to:

<p>Communication and Interaction</p> <ul style="list-style-type: none"> • speech and language delay, impairments or disorders • specific learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia) • hearing impairment; autistic spectrum • Autism and ADHD 	<p>Cognition and Learning</p> <p>moderate, severe or profound learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia)</p>
<p>Social, Emotional and Mental Health</p> <p>attachment disorders withdrawal or isolation; disruption or disturbance hyperactivity or poor concentration</p>	<p>Sensory and/or Physical Needs</p> <p>sensory, multi-sensory and physical difficulties.</p>

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 auxiliary aids or adjustments to premises.

The purpose of this plan is to ensure we meet the needs of pupils and their families. It is our aim to both meet and exceed the requirements of the Act wherever possible.

Section 3: Aims and Objectives

Our aims are to:

- Provide access to curriculum and wider school opportunities for pupils with a disability
- Provide and maintain access to the physical environment
- Provide the delivery of written information to pupils and their families

All Saints Church School – Accessibility Plan 2024-2027

Intent	Implementation	Objectives	Actions	Person(s) Responsible	When By?	Impact at Review
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>Some children may need a tailored, bespoke curriculum.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Teacher and Teaching Assistants are trained and supported to meet the needs of disabled children</p>	<p>Pupils can access their learning.</p> <p>Pupils feel included in all activities within the school environment and as part of their wider learning opportunities outside school.</p>	<p>Robust termly Assess, Plan, Do, Review cycles.</p> <p>SEN Passports written for those children who need provision that is 'different from or additional to' that of their peers.</p> <p>Classroom/school displays showcase work from children across all abilities.</p> <p>SENDCo and PE Lead to attend Somerset training for Inclusive PE.</p>	<p>Class Teachers & SENDCo SLT</p>	<p>Termly</p> <p>Termly</p>	

Intent	Implementation	Objectives	Actions	Person(s) Responsible	When By?	Impact at Review
All pupils can access the wider curriculum e.g. trips and activities outside the school environment.	Individual care plans are in place for pupils with medical needs. Risk assessments for pupils with physical disabilities as appropriate.	All children can access trips and external visits as part of their wider curriculum opportunities	Individual Care Plans are written alongside the child, parents and class teacher. Risk Assessments are in place for children with medical/physical needs.	SENDCo Class Teacher	November 2025	
All pupils can access the wider curriculum within the school offer.	Children with SEND/disabilities can access after-school clubs.	All children, who wish to attend an after-school club, are supported to do so.	SENDCo to monitor after-school clubs and the uptake of children with SEND. SENDCo/SLT to meet with parents who are concerned about the support needed for their child to attend an after-school club.	SENDCo SLT Office staff	December 2025	
Children with medical conditions feel supported in managing their needs.	All First Aiders maintain their training on a 3-year basis. There is a First Aider on duty at lunchtimes. Staff received training on specific medical conditions according to the needs of the children within the school cohort.	Children's individual medical needs are supported to enable the children to access their learning and wider curriculum opportunities.	Staff training on specific medical conditions as required by the current school cohort. The school works with medical professionals to ensure that provision is appropriate. First Aid training every 3 years	SLT SENDCo Business Manager	Ongoing	
Children can be as independent as possible in accessing resources in the classroom.	Children's drawers and coat pegs are labelled clearly with their names. Resources are labelled and have a picture of the resource for easy reference.	Children can find the resources they need with minimal adult support.	Staff ensure that the drawers and resources belonging to individuals with a disability are kept closest to those children.	Class Teachers	Termly review	

Intent	Implementation	Objectives	Actions	Person(s) Responsible	When By?	Impact at Review
<p>Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.</p>	<p>Trained ELSA within the school.</p> <p>Forest School provision for those children with SEND or SEMH needs</p> <p>Senior Mental Health Lead within the school to support children and families.</p>	<p>Pupils will develop a “growth mindset” persisting when faced with challenges.</p> <p>Pupils will set goals, develop strategies that they can use independently.</p>	<p>Class teachers identify children who need ELSA or Forest School support each term.</p> <p>Termly focus on Wellbeing afternoons.</p> <p>SMHL to attend termly workshops to keep training up-to-date.</p>	<p>Class Teachers</p> <p>SENDCo / SMHL</p> <p>Wellbeing Team</p>	<p>Termly</p>	
<p>Effective communication and parent engagement.</p>	<p>Regular meetings with parents, including phone calls and home visits to promote open honest positive and supportive relationships with parents.</p> <p>EYFS lead and SENDCo to conduct Home Visits for new EYFS cohort to make connections with new parents.</p> <p>The SLT and/or the SENDCo meets with parents of new children applying for a school place.</p> <p>Weekly Newsletters with dates and reminders.</p>	<p>EHCPs are kept up-to-date and relevant.</p> <p>Parents make use of the Open Door policy and access to SENDCo and SLT.</p> <p>New parents feel reassured about the transition into EYFS.</p> <p>New parents feel reassured and are able to meet a member of the SLT / the SENDCo to ask questions about what the school can offer their child.</p> <p>Parents are kept up-to-date with school news and important dates.</p>	<p>SENDCo to hold Annual Review meetings with class teacher, parents & child.</p> <p>Parents evenings with longer slots for children with SEND and the option for the SENDCo to attend.</p> <p>Home Visit for EYFS children.</p> <p>School visits are encouraged for all new families.</p> <p>Weekly newsletters</p>	<p>SENDCo</p> <p>Class Teachers</p> <p>SLT</p> <p>Office staff</p>	<p>Annual</p>	

Improving the Delivery of Written Information

Intent	Implementation	Objectives	Actions	Person(s) Responsible	When By?	Impact at Review
<p>All parents received the same information and offer of support.</p>	<p>A school computer can be made available for parents to use when completing paperwork for their child.</p> <p>A member of SLT / SENDCo to type up referrals dictated by parents.</p> <p>Meetings notes are kept and sent to parents at their request.</p> <p>Weekly newsletters that have clear dates and reminders about upcoming events.</p>	<p>A reduction in barriers to making referrals for children.</p> <p>Parents feel supported by the school.</p> <p>Parents know what is going on each week and can be prepared for any changes.</p>	<p>SENDCo to offer to support parents in making referrals and offer a variety of methods by which to complete a referral.</p> <p>An office computer to be made available to parents if they do not have access at home.</p>	<p>Office staff SENDCo SLT</p>	<p>Annual</p>	
<p>Availability of written material in alternative formats for pupils.</p>	<p>Children will receive information through a variety of different media and in both written and graphic form.</p>	<p>Children will be able to access information in a variety of ways to support engagement and equality.</p>	<p>Class Teachers to deliver information in a variety of ways that integrates text, symbols, graphics and videos.</p> <p>Social stories to be created using Widget.</p>	<p>Class Teachers</p>	<p>Annual</p>	

Improving and maintaining access to the School Environment

Intent	Implementation	Objectives	Actions	Person(s) Responsible	When By?	Impact at Review
Children who use wheelchairs can access all areas within the school building.	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Children who use wheelchairs will have the same opportunity to access all areas within the school building.	Corridors to be tidy and free from obstructions. Cloakrooms to be kept tidy to enable access through external doors onto the playground.	All school staff Site managers	Termly review	
Emergency Exits are clearly labelled	Labels above exits are clearly visible.	Staff and children know where they need to exit the building from any area within the school building. Children will know the procedure for a Fire Drill. Children will know the procedure for Lockdown.	Fire Drill practice Lockdown practice Clear, unobstructed signage for all exits.	All school staff Site managers	Termly	
Access to school site via carpark.	All visitors will have access to the school office and foyer area.		Pathway from parking areas leads up to school entrance to be kept free of obstructions. Staff working in the office to be mindful of visitors with limited/impaired mobility accessing the entrance and to open the front doors.	All school staff Site managers	Termly	

Managing Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCo or member of the Senior Leadership Team, who will endeavour to help in remedying the concern or if not, would be able to offer advice on formal procedures for complaints.

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