



"Opening hearts and minds through the grace and love of God"

**All Saints CofE Infant and Nursery School
& Selston CofE Infant and Nursery School**

Accessibility Policy and Plan

EFFECTIVE DATE: Autumn Term 2025
REVIEW DATE: Autumn Term 2028

APPROVED AT: FULL GOVERNORS MEETING –

Contents

1. Aims	3
2. Legislation and guidance	4
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	8

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

At All Saints CofE Infant and Nursery School and Selston CofE Infant and Nursery School, children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our school and nursery including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and around the school.

Our aspiration is for everyone to:

- feel happy, secure, safe and valued at school and nursery
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future
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We hope that children will leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

At All Saints and Selston we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and aspirational curriculum. We are committed to offering all children the chance to flourish and reach their full potential.

At All Saints and Selston we are committed to ensuring equality of education and opportunity for all, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

It is recognised that special educational needs can occur at any time across the full age range of the children and across the range of ability. All children will be valued equally and encouraged to enable them to develop their full potential.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Strategies/Practice	Timescale	What will success look like
Increase access to the curriculum for children with a disability.	<p>At All Saints and Selston we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum.</p> <p>We are committed to offering all children the chance to flourish and reach their full potential.</p> <p>We are committed to ensuring equality of education and opportunity for all, irrespective of race, gender, disability, faith or religion or socio-economic background.</p> <p>We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.</p> <p>We will achieve this by making reasonable adjustments to the curriculum and ensure</p>		<ul style="list-style-type: none">• All children have equal access to a broad and balanced curriculum.• Teacher will use adaptations with confidence and precision to enable all children including those with additional needs or a disability to make progress from their starting points.• All children can access all school trips and take part in a range of activities.• Children with a disability can participate equally in whole school events, lunchtime and after school activities.

	<p>teaching allows all children including those with additional needs or a disability to be included in all aspects of school life.</p> <p>We do this by:</p> <ul style="list-style-type: none"> • Ensuring all children have access to resources and equipment tailored to their needs to enable curriculum access. • Curriculum progress is tracked for all children, including those with additional needs or disability. • Targets are set effectively and are appropriate for children with additional needs or disability. • The curriculum is reviewed to make sure it meets the needs of all children including those with additional needs or disability • Learning works are carried out regularly to ensure adaptations including resources and equipment are made which enable all children to can access sessions • Liaise with external professions e.g. SALT/PDSS/OT to incorporate strategies and support within classrooms and around school for children who require specific equipment and adaptions. • All school visits and trips booked are accessible to all children. • Children with a disability are supported to take part in whole school events, lunchtime and after school activities. 	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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Improve and maintain access to the physical environment.	<p>All Saints and Selston are both single storey buildings. There are no access issues to either building.</p> <p>Any future improvements and/or refurbishment of the site and premises will take account of the needs of children and visitors with physical difficulties and sensory impairments.</p> <p>The environment is adapted to the needs of children as required. This includes:</p> <ul style="list-style-type: none"> • Most doorways and all main corridors enable wheelchair access. • Disabled toilets and changing facilities. • Hand basins are low level. • Evacuation plans in place ensure all staff are aware of responsibilities. A full review would be carried out should it become necessary. • PEEP's (Personal Emergency Evacuation Plans) are prepared and reviewed for children and adults with physical disability • Accessibility issues are ascertained for all new visitors to school and if a PEEP is required it is put in place prior to their visit. • Disabled parking bays are available. • Health and safety checks of the school and its surroundings. • Outside agencies including PDSS are closely worked with to ensure that any accessibility or sensory requirements are carefully considered, and adaptations actioned as required 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Annually, and as new children and adults join the school or existing children become physical impaired throughout the year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Accessibility needs of children and staff are continually met, and any new needs are catered for. • Children, staff and visitors have full access to all areas of school. • PEEPs are prepared and reviewed as individual needs change. • All children, staff and visitors have safe exits from school in case of an emergency. • All children and adults with a disability can be safely evacuated.

	<ul style="list-style-type: none"> Manual handling training for staff is provided for those who use specialist equipment or have to support and move children with additional needs or a disability. 	Annually (or as required)	
Improve the delivery of information to children with a disability.	<p>All Saints and Selston uses a range of communication methods to make sure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> Internal signage Object of reference, pictorial or symbolic representations used (Widgit) Social stories used to support understanding of new information including social situations and routines. Large print resources available. Coloured overlays/paper used. Neutral backgrounds for PowerPoints. Sasson primary font used consistently. Aided language boards used especially for preverbal children Makaton signing used. Preferred communication methods for families sought i.e. verbal, text, email etc Dual language home-school communication where required 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> All children will be able to communicate their wants and needs effectively in their preferred style i.e. verbally, with Makaton signing, using objects of reference etc All children will be able to access curriculum materials throughout school due to consistency of background colours and font styles used All children will be able to access curriculum materials throughout school with confidence through adaptations and reasonable adjustment as required. Families will be communicated in a way which meets their own needs and requirements for more effective partnership working.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with additional health needs policy