

All Saints Catholic Primary School

Accessibility Plan

Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2015 :0 to 25 years.

Definitions of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND code of Practice 2015).

'Many children and young people who have SEND may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.' (SEND code of Practice 2015).

The Equality Act 2010

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The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people.

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable (SEND code of Practice 2015)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2015).

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All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2015)

Where a child or young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.' (SEND code of Practice 2015). The full range of needs and required support for all pupils identified as SEND Support or with an EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary. The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities

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The school building is fully accessible for pupils with physical difficulties. All Saints Catholic Primary School is all on one level.

We have a ramp into the main school entrance to ensure inclusivity.

Entrance to the playgrounds is accessible for all.

The outside areas are flat and are accessible to wheelchair users.

There is a disabled toilet in the main entrance hall

The school is resourced for the inclusion of pupils with specific and moderate learning difficulties.

There is a whole school Growth Mindset approach to learning and children are encouraged to feel safe when making mistakes.

The school has qualified first aiders across both key stages.

The school support vulnerable pupils and their families.

The school staff will be receiving specialist training from Trafford's Consultant in Social Communication and Autism to all staff.

In January 2024, we commenced the 'Belong Programme'. This is a joint venture with The University of Chester and Trafford Virtual School. It is increasingly understood that traumatic experiences in childhood can have a profound and long-lasting impact on a young person's ability to engage successfully in school. Greater understanding of Attachment, Trauma and Mental Health and embedding attachment aware and trauma informed practices can improve attendance, reduce disruptive behaviour and improve well-being.

Staff have had training on trauma and attachment previously by Place2Be. This will be further reinforced and built on by the 'Belong Programme' with whole school training.

Staff are trained in implementing Emotion Coaching techniques.

Teaching Assistants have completed training on autism and SALT interventions.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum and the physical environment.

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Objective	Tasks	Resources	Lead	Monitor
To improve accessibility for pupils with dyslexia	<p>Purchase a range of acetate coloured slides, tinted paper and run Beat Dyslexia as an intervention.</p> <p>Screen children for dyslexia using GL assessment tool and use advice and guidance of Trafford's Consultant for specific learning needs.</p> <p>All teachers to use dyslexic friendly techniques in their teaching.</p>	<p>Renew licence for GL Assessment</p> <p>Replenish resources as needed</p>	DF	DF
To ensure that all staff have a clear understanding of the SEND Code of Practice 2015	Training by the SENDCO	Staff meeting time	DF	DF
To ensure all staff are trained to support pupils with ASC	<p>TA's are completing online training as recommended by Trafford's consultant in Social Communication and Autism.</p> <p>Training is booked for all</p>	Staff meeting	DF	DF

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	staff highlighting the presentation of ASC in girls			
To ensure staff are trained to support pupils with medical conditions.	Supporting children with medical conditions are updated annually by the class teacher and parents	Staff sign to say they have read and understood the Asthma and Epi Pen training. All classes now have emergency inhalers and school has an Epi Pen in case of anaphylaxis	DF All staff	DF
To ensure staff understand and implement trauma informed practice.	Staff will attend whole school training through the Belong Programme		AF DF	AF DF

Monitoring and Review

This policy is monitored by the Governing Body and it will be reviewed at least bi-annually.

Ratification This policy was agreed and adopted by our Governing Body March 2025