

# TOTLEY ALL SAINTS CE PRIMARY SCHOOL



## Accessibility Plan

*"I have come that they may have life,  
and have it to the full."*

**John 10:10**

<b>Last reviewed:</b>	January 2026
<b>Next review due by:</b>	January 2027



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SHEFFIELD  
ACADEMIES  
TRUST

‘At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing an environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.’  
School Vision Statement

Compliance with the Equality Act is completely consistent with our vision & aims, our Equal Opportunities Policy & SEND Information Report.

The Special Educational Needs & Disability Act 2001, extended the Disability Discrimination Act 1995 (DDA) to cover education. The DDA defines *disability* as: ‘A person has a disability if he or she has a physical or mental impairment that has a substantial & long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

### **Our Principles:**

The Local School Board & staff at Totley All Saints have full regard to their responsibilities & duties under the DDA & Equality Act 2010 & are therefore committed to doing the following:

- ✓ Never discriminating against disabled pupils in their admissions, exclusions, provision of education or access to associated services;
- ✓ Never treating disabled pupils less favourably;
- ✓ Always taking every reasonable step to avoid putting disabled pupils at a substantial disadvantage;
- ✓ Recognising the value the young person’s / parents’ knowledge of their disability;
- ✓ Identifying the effect that his/her disability has on their ability to carry out activities;
- ✓ Respecting the parents’ / child’s right to confidentiality;
- ✓ Providing all pupils with a broad & balanced curriculum that is differentiated, personalised & age appropriate.

### **Our Aims:**

- ✓ To be at the heart of our locality by working in partnership with families & the wider community;
- ✓ To be a learning community which fosters creativity, independence & a passion for learning.
- ✓ To enable our children to develop the essential skills for a happy & fulfilled life.
- ✓ To deliver first quality teaching, with high expectations for all, that enables children to succeed & achieve their potential.
- ✓ To provide a nurturing & stimulating environment that supports & celebrates learning;
- ✓ For all members of the school community to model positive, respectful relationships.

### **Our School’s Context:**

As a Church school, we have a smaller & much older than average school building which dates back to 1877 & has then been extended over time. As a result, there are challenges in terms of space & access, with classrooms of different sizes; some corridors are narrower than others & there are various levels over two floors joined by staircases. Whilst we are

completely committed to fair & full access to all children whatever their disability, we recognise that some children with limited mobility may have difficulty in getting around the school. In an instance where a child does have limited mobility, then we would draw up a fully individualised plan & risk assessment according to their requirements in order that they would feel safe, happy & be able to reach their full potential.

#### **Current Good Practice:**

- ✓ We always ask about any disability or health condition in early communications with new parents / carers as part of our school admission procedure & when meeting with new FS2 parents. This policy then leads on to the planning & risk assessment process whereby we would do an individual plan.
- ✓ We have a lift between the ground & first floor of the school to allow for disabled access.
- ✓ We have a specific disabled toilet situated outside the Y3 classroom & could rearrange some year groups according to need if close access was required.
- ✓ The main entrance to the school is flat, has a ramp & the doorway can be widened in order to accommodate anyone who required greater space.
- ✓ We have made specific adjustments to extend handrails, added contrast painting to corridors & classrooms as well as added yellow paint to stairways both in & outside of the school for those with visual impairments.
- ✓ The school has internal emergency signage & escape routes that are clearly marked.
- ✓ We support all pupils with both physical disabilities & learning needs to access all areas of the curriculum which they find difficult by means of a care / support planning process.
- ✓ Where an area of the curriculum is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.
- ✓ We consult with experts when new situations regarding pupils with disabilities are experienced in order that we can meet the needs & requirements of all of our children.

#### **Our Plan:**

This plan sets out the proposals of the Governing Body of Totley All Saints to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ✓ increasing the extent to which disabled pupils can participate in the **school curriculum**;
- ✓ improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education & associated services;
- ✓ improving the delivery to disabled pupils of **information**, which is provided in writing for pupils who are not disabled.

In addition, it is a requirement that the school's accessibility plan is resourced, implemented, reviewed & revised as necessary & reported on annually.

Our Accessibility Plan, has been designed whilst working within the national framework for educational inclusion provided by the following:

- ✓ Inclusive School (DfES 0774/2001)
- ✓ SEN & Disability Act 2001
- ✓ The SEN Revised Code of Practice 2014
- ✓ The Disability Discrimination Act (amended for school 2001)
- ✓ Code of Practice for Schools (Disability Rights Commission)

✓ OFSTED guidance.

# Accessibility Plan

What needs to happen? What it will look like?			Who?	With?	When?
Priority	Success Criteria	Action	Lead	Resources	Timescale
<b>Environment:</b> Increase access to the physical environment.	All children have complete & full access to all aspects of the school environment.	<ul style="list-style-type: none"> <li>✓ Review needs of each cohort as they start school and for pupils new to the school during term times.</li> <li>✓ Draw up Risk Assessment &amp; Care Plan including environmental aspects (mobility / wheel chair access, toileting, etc.) as necessary to ensure safe &amp; easy access &amp; mobility around school.</li> <li>✓ Budget for school resources / improvements as necessary according to needs.</li> <li>✓ Keep corridors clear of hazards / untidiness that will get in the way of mobility.</li> <li>✓ Maintain access &amp; good repair of the lift, emergency escape routes, yellow paint of inside &amp; outside hazards for the visually impaired.</li> <li>✓ Identify trip hazards as part of H&amp;S walkabouts &amp; address ongoing maintenance.</li> </ul>	Headteacher SENDCo SBM Admin	Budget	As necessary
<b>Curriculum:</b> Increase access to & enhance the curriculum for all pupils with a disability.	All children have complete & full access to all aspects of the curriculum.	<ul style="list-style-type: none"> <li>✓ Review the needs of each cohort as they start school and for pupils new to the school.</li> <li>✓ Review the Curriculum to consider the needs of all children including those with disabilities.</li> <li>✓ Consult Outside agencies as necessary to provide reports / support in meeting the child's individual needs.</li> <li>✓ Hold Termly Reviews between class teachers / SENDCo for all children with SEND.</li> <li>✓ Plan ongoing training / CPD programme with staff as &amp; when necessary in order that the individual needs of all children can be fully met.</li> <li>✓ Monitor the CPD programme to ensure staff awareness &amp; that all aspects are up to date, e.g. specialist team supports (sight &amp; hearing impairment / Autism team), school nurse, etc.</li> <li>✓ Deploy &amp; timetable support &amp; pastoral staff wherever there is the most need in order that all children can access the curriculum.</li> <li>✓ Adapt the curriculum as necessary to fit the individual needs of the child as necessary including: pastoral / intervention / programme support.</li> <li>✓ Purchase / make specialist resources as necessary in order to increase access to the curriculum, e.g. visual timetables, coloured overlays, braille, magnifiers, modified keyboards, enlarged printed materials, sensory equipment, sloping boards, pencil grips, wobble cushions, reading rulers, fiddle toys, apps, devices, IT, coloured paper &amp; books, etc.</li> <li>✓ Complete access arrangements as necessary in order for all children to be able to complete SATs.</li> <li>✓ Plan &amp; risk assess all out of school / extracurricular activities to include every child with reasonable adjustments to enable the participation of all.</li> <li>✓ Consult the Pupil Voice through monitoring &amp; evaluation systems laid out in M&amp;E Cycle.</li> </ul>	SBM/ Admin Headteacher SENDCo class teachers TAs outside agencies Site Manager	Enrolment papers Support Plans One Page Profiles My Plans EHCP etc. M&E Cycle Budget for resources / training as necessary	Enrolment Budget planning time
<b>Communication:</b>	All parents / carers have	<ul style="list-style-type: none"> <li>✓ Update the school website with easy-to-understand information that can be accessed by all.</li> </ul>	SLT SENDCo	Website Leaflets	Termly reviews

Increase access in communications & engagement with all parents / carers.	full access & are fully informed about their children's education & wellbeing no matter what theirs / their children's needs are.	<ul style="list-style-type: none"> <li>✓ Produce all communications in clear &amp; easy to understand English.</li> <li>✓ Have translations of communications created where possible.</li> <li>✓ Ensure that staff are always available on site to provide explanations as necessary.</li> <li>✓ Encourage an open-door policy to provide help, support as well as early help through different agencies as necessary.</li> <li>✓ Hold termly meetings with parents/carers with written Report Booklets to take away &amp; include clear / easy to understand tables of where their children are at academically &amp; including behaviour &amp; attitudes.</li> <li>✓ Hold termly consultations / Annual Review meetings with the SENDCo as well as class teachers.</li> <li>✓ Hold Parent Workshop sessions on a termly basis &amp; include parent handouts / resources to aid them in the support of their children.</li> </ul>	Class teachers	Booklets	
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