

#### **Section 1: Vision statement**

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

*“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”*

#### **Purpose of the Plan**

The purpose of this plan is to show how The Grange Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils. The Grange Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

#### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement plan
- Asset Management Plan/ Suitability Survey
- Website
- Vision Statement
- Physical Intervention/Appropriate Touch Policy

The School's complaints procedure covers the Accessibility plan.

#### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

#### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

#### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how The Grange Community Primary School will address the priorities identified in the plan. The plan is valid for three years and it is reviewed annually.

### Section 2: Aims and objectives

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Objectives <i>State short, medium and long-term objectives</i>	Accessibility Planning Code (C, E, I)	Actions to be taken		Person responsible	Date to complete actions by	Success criteria
To improve provision for pupils with SEND.	C, I	Audit  Training	Audit of experience, training and CPD needed.	SENDCo	Sept 2024	Audit Training and support
To improve the provision of ICT equipment for pupils with SEND	C, I	Triads  ICT	Teachers to be given opportunities to watch outstanding practitioner use ICT in lessons. ABr to be given training and opportunities to use ICT within the curriculum and in-reach to other staff	SENDCo	Sept 2024	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
To improve the progress and participation for pupils with sensory and or physical difficulties	C, I, E	Pupils profiles Provision maps  Any relevant training from specialists for all staff  Develop fine motor and gross motor groups across school if as necessary	SENDCo with class teacher to develop pupil profile and Provision Maps  SENDCo and relevant specialists to deliver training  Sports Leader to establish and develop gross motor group.  Fine motor groups in KS1 and Reception.  Adaptations made to P.E planning and equipment where	SENDCo  SENDCo  Sport Leader  Teachers  Physio and OT where applicable	Annually in Sept  Ongoing  Annually reviewed termly.  Sept 2024  Reviewed termly  Reviewed termly	Pupil profile  Provision map and observations  Work in books etc  Outside agency assessments

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			applicable.			
To offer specialist provision for SEND children in an inclusive environment	C, I, E	To integrate EHCP pupils into mainstream lessons and activities e.g. after school club, school trips.	Inclusion timetable for the curriculum.  ASC friendly environment/strategies around the whole school  Inclusive activities and school trips  Utilise outside agency advice where applicable	SENDCo	Ongoing	Provision Maps  EHCPs  Outside agency reports
To ensure smooth transition of all pupils with SEND	C, I, E	Meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs  Pupil profiles  Transition of information to secondary and visits. Meetings with secondary staff  Reception home visits.  SEND list with links to professional info for teachers to have access to.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.  Written annually  Secondary SEN days	Class teacher        SENDCo TAs/ Teachers/C AFO	Annually Summer term annually Annually	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.  Pupil profiles  Meetings timetabled Minutes of safeguarding meetings

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		<p>Stay and play sessions</p> <p>Regular safeguarding meetings to discuss children at risk.</p> <p>Reception parent coffee mornings</p> <p>Reception Open Mornings</p> <p>Nursery visits</p>		DSLs		
To improve the progress and participation / for pupils with cognition and learning difficulties.	C, I	<p>Staff training on adaptive teaching strategies.</p> <p>Out-reach support from Inclusion team</p>	<p>Deliver INSET training to support SEND knowledge and strategies to differentiate.</p> <p>Ongoing training for all staff.</p> <p>Staff can do a request for support form outlining the provision they have provided so far, what has worked, what hasn't worked.</p>	SENDCo	Ongoing	<p>All staff attending INSET. Evidence in lessons.</p> <p>Teacher Training Days</p> <p>Request form submissions and support offered</p>
To improve pupil voice for children with SEND at school	C	<p>SEND pupils to have opportunities for whole school</p> <p>SEND pupil voice</p>	<p>School Leader Roles</p> <p>All children given the opportunity of a voice Personal Development</p>	<p>School leaders</p> <p>Teacher</p>	Ongoing	<p>SEND pupils taking on school leader roles</p> <p>Evidence in Personal Development books/work</p>
To improve the progress for children with communication and language difficulties	C, I	<p>Speech therapist to develop staff skills</p> <p>Communication and Interaction Team</p> <p>SALT to work</p>	<p>SALT/C and I support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need</p>	SALT, SENCo, C and I Team	Ongoing	<p>Development of SALT/C and I across school through training.</p> <p>Provision map</p> <p>Evidence of parents attending</p>

		with individual pupils				
To improve the attainment and participation of pupils with social, emotional and mental health difficulties.	C, I	<p>Review key person support for children with MH difficulties and adapt as required.</p> <p>Signpost parents/carers to support</p> <p>Develop an emotional regulation areas</p>	<p>Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCO</p> <p>Interventions</p>	Key People, DSLs and CAFO SENCo C and I Team Ed Psych	Ongoing	Provision maps

*Angela Edge*

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