

Grange Primary School



Accessibility Plan

Updated: Autumn 2024

To be reviewed: Autumn 2026

Purpose of the plan

The plan shows how Grange Primary School intends, over time, to increase accessibility for disabled pupils, staff, parents, carers and visitors. It is fully compliant with the Equality Act 2010 and the Disability Discrimination requirements 2005.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities

School Aims and Values

- To provide a caring environment in which all children can learn and develop to their full potential.
- To ensure all children have access to a broad, balanced and differentiated curriculum, within which they are able to experience success and build self-esteem.

The school values the contributions of every pupil, encouraging and rewarding achievements. The staff maintain high expectations of their pupils and are always actively involved in responding to the needs of all children. The Plan compliments the school Health and Safety Policy and SEND Information Report. The plan was informed by discussion with parents, carers, staff and governors and will be reviewed on a regular basis. The plan will be shared with all parents and staff via the school website.

Any questions, comments and concerns should be directed in the first instance to the Head Teacher

Approved by: *M. Elfenich*

Date: 06.09.2024

Section 2: Aims and objectives

Our aims are to:

- (a) Increase the extent to which disabled pupils can participate in the school's curriculum.
- (b) Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled and so that such delivery to disabled pupils is made within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Definition of disability

A pupil is defined as having a disability under the Quality Act 2010 if:

- (a) The pupil has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on the pupil's ability to carry out normal day-to-day activities.

Our plan covers the following areas:

- Cognitive disorder
- Hearing impairment
- Visual impairment
- Physical impairment

Cognitive Disorders

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of specific learning disorders that are relevant to a specific class or the school as a whole.	CPD	<ul style="list-style-type: none"> ● Support and advice from Inclusion Manager/SENCO ● Support and advice from relevant agencies including other schools with specialist knowledge when appropriate. 	Relevant teaching/support staff Information session for peers	As and when appropriate	<ul style="list-style-type: none"> ● Staff have an enhanced understanding of cognitive disorders that are specific to children in school. ● Peer support ensure inclusion 	SLT SENCO
To increase the understanding of the diagnosis of specific disorders and levels of need associated with them.	CPD	<ul style="list-style-type: none"> ● Ensure relevant information is shared with relevant staff, including supply cover ● Liaise with other agencies supporting the pupil to ensure a cohesive approach to their learning and support. ● Liaise with other agencies that are able to provide additional support and advice. ● Use of appropriate and additional resources to support the children's needs. 	Relevant teaching staff and support staff	As and when appropriate	<ul style="list-style-type: none"> ● All staff working with the pupil have the necessary understanding, information and resources to effectively support the child and their needs. ● Inclusion monitoring support. 	
To ensure full access to the curriculum and an appropriate level.		<ul style="list-style-type: none"> ● Work differentiated in pace, style and content. ● Consistent and structured approach to classroom management by all staff. ● Enhanced pastoral support. ● Regular home/school liaison. ● Advice from subject leader and local authority advisors. 	All staff	Ongoing	<ul style="list-style-type: none"> ● All children have access to the curriculum at an appropriate level. 	

Hearing Impairment

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of the impact of deafness or partial hearing on learning.	CPD	<ul style="list-style-type: none"> • Key staff to attend relevant training/ courses. • Support for assessments 	All staff	As and when appropriate	<ul style="list-style-type: none"> • Staff will be aware of the need for a broad range of strategies to enhance the learning for deaf children. 	SLT SENCO
To ensure that children with a hearing impairment can fully access the curriculum at an appropriate level.	CPD Hearing devices such as radio aids	<ul style="list-style-type: none"> • Access to specialist advice, particularly for alternative and additional forms of communication (e.g. sign language and lip reading). • Information displayed visually. • Subtitles 	Pupils All staff	As and when appropriate	<ul style="list-style-type: none"> • All staff working with the child have increased confidence to meet the needs of children with a hearing impairment. 	
To overcome potential barriers to learning and assessment.	SEN budget or budget specific to the child's needs	<ul style="list-style-type: none"> • Enhanced pastoral support. • Reduction of background noise through specific aids or arrangement of furniture. • Regular home/school liaison • Regular monitoring of the child's support and effective use of equipment from the LA advisor for hearing impairment. • Assessment resources and arrangements 	Children with a hearing impairment	As and when appropriate	<ul style="list-style-type: none"> • Pupils feel secure in school and have the opportunities provided to reach their potential. • High quality access opportunities for assessment 	
To improve the physical environment to enable children with a hearing impairment to work effectively in the classroom environment.	Premises Hearing loops are available in KS2 classes and Hall	<ul style="list-style-type: none"> • Investigate the acoustics of the classroom in line with DCSF guidelines. • Installation of loop or sound field systems. • Seating of child to facilitate lip reading. 	Children with a hearing impairment	As and when appropriate	<ul style="list-style-type: none"> • Pupils feel secure in school and have the opportunities provided to reach their potential. 	
To extend the use of sign language as a means of communication throughout the school.	CPD through specialist teaching team	<ul style="list-style-type: none"> • Further raise the profile of signing as a means of communication. 	Children with a hearing impairment	As and when appropriate and ongoing	<ul style="list-style-type: none"> • Signing used for basic words and phrases (eg. Good morning, thank you etc) in the class that the child with a hearing impairment works in. • Signing visually on displays. 	

Visual Impairment

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of problems experienced by visually impaired pupils.	CPD	<ul style="list-style-type: none"> CPD and support may be requested from the WTV1 (Specialist Qualified Teacher for Visual Impairment). 	All staff	As and when appropriate	<ul style="list-style-type: none"> Staff have an enhanced understanding of the difficulties experienced by visually impaired pupils. 	SLT SENCO
Ensure visually impaired pupils can fully access the curriculum at the appropriate level.	CPD	<ul style="list-style-type: none"> Access to specialist advice. Work presented in an accessible format. Raised/slanted desks if necessary Large print / braille etc 	All teaching and support staff working with a VI pupil.	As and when appropriate	<ul style="list-style-type: none"> Stock of resources are available to support a VI child. Work is presented in an accessible format according to individual needs. 	
Overcoming potential barriers to learning and assessment.		<ul style="list-style-type: none"> Enhanced pastoral support. Regular home/school liaison. Regular monitoring by the LA advisor for VI. Advice from the LA advisor for VI as to how to best support learning PE activities (e.g goal ball) 	VI pupils and families.	As and when appropriate.	<ul style="list-style-type: none"> Pupils feel secure in school and have the opportunities provided to reach their potential. PE in differentiated and inclusive 	
Improve physical environment to enable VI pupils to move easily and safely around the building.	Premises	<ul style="list-style-type: none"> Audit the existing environment together with parents and VI advisor. At resources committee consider rolling programme of replacing resources that would allow people with VI to move around the building with increased ease and safety. 	All users of the building.	Ongoing. As and when appropriate	<ul style="list-style-type: none"> School is made as safe and accessible as possible for VI pupils/stakeholders. 	SLT SENCO Site Manager Health & Safety gov
To maintain the visibility of steps around the school site.	Premises	<ul style="list-style-type: none"> Continue to paint the outside edge of steps around the site. 	VI pupils and stakeholders.	Ongoing	<ul style="list-style-type: none"> Steps are more clearly visible to people with a VI. 	

Physical Disability

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of physical disabilities.	CPD	<ul style="list-style-type: none"> Staff training if necessary for all staff who will be working with the pupil. Training for peers / year group / whole school 	All staff	As and when appropriate	<ul style="list-style-type: none"> Staff and pupils will have enhanced understanding of physical disabilities that may affect children in the school. 	SLT SENCO
Increased information on level of incapacitation and additional needs of children with physical disabilities.		<ul style="list-style-type: none"> Access to specialist advice on specific equipment needed to support the specific disability. 	All staff	As and then appropriate	<ul style="list-style-type: none"> Pupils feel secure in school and have opportunities provided to reach their potential. 	
To ensure that disabled pupils can access the necessary parts of the school.	Lift	<ul style="list-style-type: none"> All areas of the school are accessible by a portable ramp. 	Pupils, parents, staff, governors and visitors who have a physical disability	As and when appropriate	<ul style="list-style-type: none"> Pupils will have physical access to all of the necessary parts of the school. 	
To actively encourage disabled parents to fully participate in school life.	Premises Lift	<ul style="list-style-type: none"> Ensure activities held for parents are in accessible places. Ensure activities held for parents take account of the specific needs of disabled parents. Home school liaison 	Parents with disabilities	Ongoing	<ul style="list-style-type: none"> Parents with disabilities feel they can be actively involved in school life. 	
To ensure that pupils with disability have a suitable workstation/desk in class.	Furniture budget or budget specific to the child's needs	<ul style="list-style-type: none"> Liaise with appropriate specialist advisor from the local authority. Purchase of suitable workstation where needed. Reorganisation of furniture/ work stations to accommodate the child's physical needs where necessary. 	Pupils with a disability	As and when appropriate	<ul style="list-style-type: none"> Child with physical disability to have a suitable workstation/desk. 	SLT SENCO Class teacher

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To ensure that the physical environment meets current and anticipatory needs of pupils and staff.	Premises, furniture budget or budget specific to the child's needs	<ul style="list-style-type: none"> ● Analysis of needs of disabled person, detailed transfer meeting prior to the child starting school seeking specialist advice if necessary. ● Purchase specialist equipment or adaptation of existing equipment. ● Ongoing review of equipment in line with the needs of the child/adult. 	Pupils, parents, staff, governors and visitors who have a physical disability.	Ongoing	<ul style="list-style-type: none"> ● Physical environment meets the needs of the disabled person and is reviewed regularly. 	SLT SENCO Site Manager Health and Safety governor
To ensure that all visitors to Grange have access to the entrance of the buildings	There is wheelchair access to the 2 nd storey.	<ul style="list-style-type: none"> ● Disabled car parking space always available. 	Pupils, parents, staff, governors and visitors who have a physical disability.	Ongoing	<ul style="list-style-type: none"> ● All visitors have access to the key areas of Grange Primary School. 	
To ensure that pupils who have a disability are participating fully in school life.		<ul style="list-style-type: none"> ● Monitor uptake of extra-curricular activities (including school trips) by pupils with physical disabilities. ● Risk assessment carried out with careful consideration to the physical needs of the child. ● Advanced notes to activity providers ● Curriculum subjects modified to meet the needs of all 	Pupils with a physical disability	As and when appropriate and ongoing	<ul style="list-style-type: none"> ● Pupils who have a physical disability take a full part in school life. 	SLT SENCO

Medical Needs

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of the medical needs.	CPD	<ul style="list-style-type: none"> ● Staff training if necessary for all staff who will be working with the pupil. ● Peer training ● Meetings with the school nurse and parents. 	All staff	As and when appropriate	<ul style="list-style-type: none"> ● Staff will have an enhanced understanding of specific medical needs that may affect children in the school. 	SLT/SEN Inclusion Leader
To ensure that staff working with a child, with medical needs, have necessary information on the impact of medical needs and additional needs that may arise from these needs	CPD School nurse Specialist Doctors	<ul style="list-style-type: none"> ● Access to specialist advice on specific equipment needed to support the specific medical need. ● Specialist advice and training related to working with the specific medical need. 	All staff	As and when appropriate	<ul style="list-style-type: none"> ● Staff are aware of any impact the medical needs will have on the child's learning or any adaptations to the curriculum/learning environment that may have to be made. ● Setting up a care plan. 	SLT/SEN Inclusion Leader
To ensure that pupils with a significant medical need participate fully in school life, including extra-curricular activities and school trips.		<ul style="list-style-type: none"> ● Risk assessment carried out with careful consideration to the medical needs of the child. ● Monitor uptake of extra-curricular activities (including school trips) by pupils with medical needs. 	{Pupil with significant medical need.	As and when appropriate	<ul style="list-style-type: none"> ● Child with significant medical needs is able to participate fully in educational visits and extra-curricular activities. 	SLT/SEN Inclusion Leader

Section 3: Access audit (Please read Audit Checklist for further details)

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building has 2 stories. Access is via 2 sets of stairs. There is a lift (see below) that also provides access	School Maintenance	Caretaker, Head	ongoing
Corridor access	Corridor access is sufficient for wheelchair access around majority of building.	In the event of access being required, child or adult would need to be taught in accessible rooms or space cleared down corridors as appropriate.	Caretaker, Head	ongoing
Lifts	The lift provides access to LKS2 classrooms. There is access through to UKS2 classes (through Beech class)		Caretaker, Head	ongoing
Parking bays	The school has a number of parking bays including 1 disabled space which is located close to the school entrance. Further bays can be created on request.		Caretaker, Head	ongoing
Entrances	The side door used for access to/from the playground is wheelchair accessible.		Caretaker, Head	ongoing
Ramps	There is a ramp providing access to the entrance of the building and one out of the IT suite for an emergency exit.	Investigate suitable visual/tactile information.	Caretaker, Head	ongoing
Toilets	There is one disabled toilet with slip resistant floors, emergency call system, suitable grab rails etc.		Caretaker, Head	ongoing
Reception area	Reception area has ample space for wheelchair access		Caretaker, Head	ongoing
Internal signage	Most relevant locations are clearly signed.		Caretaker, Head	ongoing
Emergency escape routes	Escape routes are all accessible. wheelchair	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties as required.	Caretaker Headteacher	As soon as needed