

GRANGE PARK JUNIOR SCHOOL



ACCESSIBILITY PLAN

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Approved by:	Governing Board
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Person/s responsible:	Miss Allen (SENDCO)

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Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Grange Park Junior School intends, over time, to increase the accessibility of our school for disabled/SEND pupils. Grange Park Junior 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:

- He or she has a physical or mental impairment.
- 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 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 Equality Act:

- 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;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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:

- Teaching and Learning Policy
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy

- School Development Plan
- Asset Management Plan/ Suitability Survey
- School Prospectus and Vision Statement

The Schools 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 website
- Paper copies are available from the school 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 Grange Park Junior School will address the priorities identified in the plan. The plan is valid for three years. It is reviewed annually to ensure progress.

Working with external agencies

At Grange Park Junior School, we work with external agencies in the form of:

- Doctors
- Community Health/Nursing
- Occupational Therapy
- Physiotherapy
- SEND advisory service
- Speech and Language Therapy
- Inclusion Team
- Behaviour Support Team
- Other medical professionals
- Other educational settings

Site accessibility

Grange Park Junior School consists of a two-storey split building with wide corridors and several access points from outside. The side entrance features ramp access and is located next to a lift for upstairs access. There are accessible toilet facilities available, one in the downstairs foyer and the other located a corridor away from the lift. These are fitted with a handrail and an emergency pull cord. The welfare room is on the ground floor and is accessible to all.

The school has internal emergency signage and escape routes are clearly marked. All outside areas are tarmacked and fully accessible to wheelchair users and includes parking bays for those with blue badges. All classrooms are fitted with appropriate lighting and interactive whiteboards, font sizes and colours can be amended to meet individual needs. Other resources are used in classrooms as needed including IPADS and laptops. Radio transmitter equipment will be hired from the local authority when required for pupils with a hearing impairment.

All children have opportunities to join age relevant extra-curricular activities, including residential, beyond and within the school day. All children are included in a range of educational visits which support and stimulate the academy curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements. The academy makes additional provision for pupils with special educational needs and disabilities to access the curriculum.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability/SEND
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to pupils with SEND

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

Aim	Objectives State short, medium and long-term objectives	Actions to be taken	Who/timescale	Success criteria	Monitoring Who/How?
Improving curriculum access	To develop our core offer through high quality teaching.	Training for teachers and support staff on different aspects of SEND	SENDCO Termly opportunities integrated in CPD	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	SENDCO Observations
	Access to curriculum for those pupils with specific learning difficulties	Review the needs of children with specific learning difficulties provide all relevant training and resources.	SENDCO annually	All children have access to resources and programmes to remove any barriers to learning children make appropriate progress.	SENDCO
	Curriculum planned to ensure pupils know and remember the 'must know knowledge'	Training for all staff on different aspects of SEND based on needs in the school	SENDCO Termly opportunities integrated in CPD	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	SENDCO Subject leaders
Improve and maintain access to the physical environment	For children's needs to be met through reasonable adaptations to the physical environment, timetabling and resources.	Children are able to move freely around the physical environment with appropriate	SENDCO Headteacher Implemented upon arrival of need and	All children are able to move around the school comfortably and safely.	SENDCO

		adaptations to meet individual needs. This may include additional transitions or extra time to support this as an example.	reviewed fortnightly		
	Specific children have equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Class teacher/SENDCo To be completed upon transition	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.	SENDCo observations
Improving the delivery of written information	For a range of resources to be used to support the use of information sharing.	Continuation of Class Dojo which has a translating feature.	SENDCo with support from admin team. Completed on basis of request	Review all current school publications and promote the availability in different formats for those that require it.	SENDCo