

## **1. Policy Statement**

- 1.1 Under the Children and Families Act, 2014, and the Equality Act 2010, there is a duty for schools to facilitate access to education for disabled pupils and all members of our school community:
- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments to procedures, criteria, practices and access arrangements should be considered as part of SEN planning and review. This may include the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.
- 1.2 Accessibility planning is aimed at:
- Increasing the extent to which disabled pupils can participate in the curriculum;
  - Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
  - Improving the availability of accessible information to disabled pupils and all those to whom it would be of benefit.

This policy aims to show how all members of Grange Community Nursery and Primary School will meet their duty to promote equality of access for all.

## **2. Introduction**

- 2.1 At Grange Community Nursery and Primary School we are fully inclusive and value our mission statement, 'A School of Opportunity: Inspire, Believe, Achieve.' We have 36 pupils on the Special Education Needs Register.
- 2.2 Needs of the pupils include a range of difficulties, such as: Speech and Language, Dyslexia, Autistic Spectrum Disorder, Epilepsy, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Emotional and Behavioural Difficulties, Global Developmental Delay and Complex and Moderate Learning Difficulties.
- 2.3 The school environment has been modified to ensure physical access to each external exit. Disabled toilet and changing facilities are accessible and available on both the ground and first floors; a lift ensures accessibility to the first floor.
- 2.4 Emergency and evacuation procedures are accessible to all at present. Currently, alarms are auditory and the assembly point is on the playground.

- 2.5 There are a number of spaces provided for small group and individual work: Library, Pastoral Support Room, and the Intervention Area.
- 2.6 Furniture and equipment throughout school is selected based on the size and needs of pupils. Where necessary this has been modified – such as table blocks for wheelchair users and seating wedges for pupils whose physical needs require such resources.
- 2.7 All pupils are encouraged and supported to succeed in the full curriculum, which is differentiated to meet their needs. This includes school visits and residential, which are made accessible to all.
- 2.8 Our SEN provision is overseen by a designated Inclusion Coordinator, who similarly ensures that staff are appropriately trained to support pupils with specific needs.
- 2.9 Access to information in the classroom is enabled through the use of visual timetables and labeling of equipment and resources.
- 2.10 We have a clear policy on the Administration of Medicines, with staff trained in Emergency First Aid and 'Epi-pen' administration. We also have designated First Aiders, who have undertaken a more intensive training programme, including Paediatric First Aid.
- 2.11 There is a Medical Register, detailing medical needs of all pupils and those whose needs are most acute are clearly identified, with photographs and medical information on display in the Staff Room and for Midday Assistants.
- 2.12 Epi-pens and inhalers are always taken on visits and trips out of school. From KS2, pupils are encouraged to keep labeled inhalers on their person and administer them as required, (refer to our Asthma Policy).
- 2.13 Risk Assessments are carried out for children with temporary physical disabilities, e.g. broken bones.

### **3. Accessibility Plan**

- 3.1 As part of this Access Policy an Accessibility Plan has been formulated as a result of Environment Walks and school audits, to identify ways in which we can better provide and maintain accessibility for all.
- 3.2 This plan is resourced, implemented, reviewed and revised as required, in line with our School Strategic Development Plan.

### **4. Review**

- 4.1 The Access Policy and Accessibility Plan will be reviewed annually, in accordance with our Policy Review Schedule, unless there are significant changes and therefore a need to review it sooner.

ACCESSIBILITY PLAN: To ensure the most appropriate provision for members of our school community with additional needs						Year: 2020-2021
<p><b>School's current position:</b> As a school, we have included pupils with a range of needs, including physical disability and complex learning difficulties, (encompassing pupils with specific needs, such as ASD, global developmental delay, Foetal Alcohol Syndrome, ADHD, Dyslexia for example). Over time, we have worked tirelessly, to ensure that we are accessible to all and that stakeholders with a wide variety of need are treated fairly and equally and this work has included consideration of our physical environment.</p>						
Target Position & Success Criteria	Implementation process (Actions)	Person Responsible	Time Scale	Training needs	Resources / costs	Monitoring
<p><b>Success Criteria</b> To increase the extent to which disabled pupils can participate in the school curriculum.</p> <p>To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</p> <p>To improve the delivery to disabled pupils of information, which is provided both in writing and orally, for pupils who are not disabled.</p> <p><b>Impact on Pupils</b> All pupils will have access to an appropriate environment in which to learn, and can participate fully.</p>	Classroom allocation to be determined by needs of pupils in each class.	SA / SLT	Sep 2020	Nil	Time	<p><b>Who:</b> Headteacher and Deputy Headteacher, SLT, Children &amp; Community, Committee of GB, LEA &amp; Ofsted, VI Impairment Team</p> <p><b>How:</b> Through SLT Meetings and reports from staff</p> <p><b>When:</b> Ongoing throughout the year – as outlined in this plan.</p>
	Investigate the possibility of installing visual as well as the auditory alarm system, should the need arise.	SA	As required	Nil	Time	
	To maintain the Peer Mentoring System for break and lunchtimes, to ensure social inclusion of all.	SA/JL	Ongoing from September 2020	Nil	Time	
	Provide information in simple language, symbols, large print, audiotape or Braille for pupils who have difficulty with standard forms of print.	HMcG	Ongoing from September 2020	Nil	Time	
	Train staff on ways to improve pupil access to the curriculum	HMcG	Ongoing from Sept 2020	As identified		
	Monitor provision for children with SEN and assess if development opportunities would be beneficial	HMcG	Ongoing from Sept 2020	As identified	Nil	
	Organise staff training making use of relevant external agencies	HMcG	Ongoing from Sept 2020	As identified	Nil	

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	Improve children's awareness of disability issues – Pupil Voice	SB / School Council	September 2020	Nil	Nil	
	PSCHE / 'NO Outsiders' curriculum and assemblies to be used to raise awareness of disability issues	LR	Ongoing from Sept 2020	Nil	Nil	
	Staff to develop skills to deal with children who have specific disabilities	HMcG	As required	Nil		
	Further develop a range of learning resources that are accessible for children with different disabilities	HMcG	As required	Nil		
	Subject Leaders to review resources	All Subject Leaders	As required	Nil		
	Purchase ICT and generic resources to support the learning of all	HMcG/SA	As required	Nil		
	Implement recommendations made by AI / VI Team for specific children	Class Teacher	As required	Nil		

**Evaluation:**

- Have pupils' needs been taken into account when thinking about classroom allocation?
- Have investigations taken place into an auditory alarm?
- Are Peer Mentors still in place?
- Is information available in various forms to suit the needs of all?
- Is school signage DDA compliant?

- Are staff trained on ways to improve pupils access to the curriculum?
- Are staff appropriately trained to ensure access of equality for all?
- Are children aware of disability issues?
- Is disability incorporated into the PSCHE curriculum?
- Are staff trained in best meeting the needs of pupils with specific disabilities?
- Are learning resources available to all children – including those with a disability?
- Are all aspects of the outside environment accessible to all children – including those with a disability?
- Are IT resources suitable for all?

**Evidenced by:**

- Classroom allocation appropriate to meet the needs of all
- Peer Mentor System operational each break time
- Information presented in variety of ways
- School signage is DDA compliant
- Curriculum accessible to all
- Staff appropriately trained to meet the needs of all pupils, including those with a disability, and ensure access of equality for all
- Disability incorporated into the PSCHE curriculum
- IT resources appropriate to address the needs of all

**Review:**