

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 53 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 Condition, 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 KS1 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. ,

