



Accessibility Plan

September 2020

The Grange Primary School

Accessibility Plan 2020

The Grange Primary School already provides for the additional needs of disabled pupils who have special educational needs (SEN-D). One of our duties is to plan to increase over time the accessibility of school for disabled pupils, staff and visitors. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on their ability to carry out normal day-to- day activities.

Our accessibility plan information will be included in our School Improvement Plan. TGPS will publish information about our accessibility plan on our website and in the annual report to parents and governors within our SEN-D information.

As a school we will work alongside the Local Authority in order to:

- **Increase access for disabled pupils and parents/carers to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in breakfast club, after-school clubs, leisure and cultural activities or school visits.
- **Improve access to the physical environment of school.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improve the delivery of written information to disabled pupils and parents/carers.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents/carers. Examples might include newsletters, handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable time frame, on request from the school office.

How the curriculum is delivered

All our teachers and learning assistants (LAs) are experienced in giving support to those pupils who have varying learning needs, and as a school we are aware how to access Local Authority services and training in order to support all our pupils and those who are in need of additional support to access lessons.

All our classrooms are large and able to cope with, for example, a wheelchair. Each class grouping is mixed ability and in terms of learning all lessons cater for this diversity, by adopting a variety of teaching and learning styles and providing inclusive quality first teaching appropriate to all learners needs.

All pupils are encouraged to take part in all aspects of our creative, mastery curriculum and immersive learning. If any pupil found a particular aspect of the curriculum difficult to experience then we would seek appropriate advice from LA experts and outside agencies in order to maximize the pupil's involvement. When writing and reviewing Pupil Personal Passports or Education Health Care Plans (EHCP) we will give careful consideration to any particular needs of pupils i.e. additional time needed for an activity, any necessary intervention or support by learning assistants, additional support of IT perhaps by the provision of an iPad or other resources to promote independence. Wherever possible, pupils will be given the opportunity to experience school visits.

All pupils will be expected to reach educational targets of which they are capable.

Improving Access to the Curriculum

Priority	Targets	Strategies	Outcome	Time Frame	Success Criteria
Short Term	Availability of written material in alternative formats.	The school makes itself aware of the services available through its LA for converting written information into alternative formats.	If needed the school can provide written information in alternative formats.	As and when required.	Delivery of information to disabled pupils or parents/carers improved.

		Liaison with Visual Impaired Service for advice or EMTAS if this is a language barrier.			
	Consideration to be given to all pupils and staff needs in planning and developing the school building.	Seek advice from LA sensory support services on appropriate colour schemes and blinds.	Several classrooms are made more accessible to visually impaired or ASD children.	Decorating/ Refurbishing/ Signage During Autumn Term.	Physical accessibility of school increased. Access audit from Visual Impaired Service completed and all recommendations implemented.
	To ensure equality of access to all aspects of the curriculum (including school trips, outdoor activities and after school activities).	<p>Inclusion scrutiny completed each year.</p> <p>To extend the range of extra-curricular activities for all.</p> <p>Review the inclusion policy.</p> <p>Staff to liaise with SENCo and Pastoral Manager to ensure they are fully aware of pupil needs.</p>	<p>All pupils able to access all curriculum areas.</p> <p>Teachers and LAs have put in place necessary adjustments / provision.</p> <p>More opportunities available to pupils with disabilities including the development of enrichment</p>	<p>From September 2020 and continue throughout the year.</p> <p>All related policies revised annually.</p>	<p>More opportunities for disabled learners.</p> <p>Policies reviewed and reference to equality and inclusion in all.</p> <p>Increased staff awareness of accessibility.</p>

			activities.		
Medium Term	Training for teachers on differentiating and the mastery curriculum.	Audit the school through teaching and learning observations. Some teachers would benefit from additional training on differentiating the curriculum.	Teachers are able to more fully meet the requirements of all pupils needs with regards to accessing the curriculum.	On-going training and implementation of SEN-D / Inclusive practices training. Advice sought from outside agencies and St. Luke's Outreach Support.	Increase in access to the National Curriculum 2014 and Curriculum Handbook for foundation subjects / topic planning.
Long Term	Risk assess for out of school activities such as local visits to the cinema, theatre and swimming pool.	Advice from LA, Outreach Support from St. Luke's School or St. Hugh's, Physio, Disability Team and OT. Liaison with the family. Prior visit to the venue.	Risk assessment in place. Additional staffing in place. Specialist transport booked.	Forward planning prior to the event. Risk assessments in place. Pre-visits carried out prior to attending.	Accessibility increased for all pupils.

Physical Improvements to the Environment

Priority	Targets	Strategies	Outcome	Time Frame	Success Criteria
Short Term	School plans to improve access to designated areas over successive financial years. The	Planned use of minor capital delegated resources and discuss with the LA.	Having secured capital resources from the LA, over three-year period the school's entry	Forward planning prior to a pupil entering school. Attendance at CIN, Early Help,	Greater accessibility for all including wheelchair users by pupils, parents/carers,

	school entrances and exits have priority, and plans to improve ramps and handrails to all of these areas.		areas to be fully accessible, including ramps for wheelchair access lift to first floor.	PEPs or Person Centred reviews for new pupils, prior to them transferring to TGPS.	governors or staff.
Medium Term	Easier access for pupils with mobility difficulties to first floor.	Advice from LA, Outreach Support from St. Luke's School or St. Hugh's, Physio, Disability Team, OT and SEN Team.	Improved access to first floor via lift near main entrance and evac chair for safe evacuation from first floor.	Forward planning prior to a pupil transferring. Risk assessments in place. Training updated regularly (at least annually).	Physical accessibility of school increased.
	Future decoration of new building fully caters for as wide a range of disabilities as possible, particularly visually and hearing impaired pupils.	To ensure adequate signage to all areas of the school building and site. To take advice with reference to guidance to guidelines. To ensure adequate access via ramps and wider doorways. Discuss health & safety.	Building fully compliant with legal requirements and guidance.	On-going.	Decoration, ramps and signage appropriate for all.
Long Term	Development of the outside environment of the school to	Advice from LA, Outreach Support from St. Luke's School or St.	Improved access to the outside environment from	SLT to apply for bids to develop outdoor areas and	Accessibility to the school grounds for all.

	ensure accessibility for all.	Hugh's, Physio, Disability Team, OT and SEN Team.	Early Years to Year 6, including playgrounds, gardens etc.	playground markings.	
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Improving Provision of Information

Priority	Targets	Strategies	Outcome	Time Frame	Success Criteria
Short Term	Inform parents/carers of disabled pupils of how best to support the learning of their child.	Provide basic advice in core curriculum areas. Provide opportunities to meet with outside and multi-agencies.	Termly or annual meetings. Parent/carer workshops or Coffee morning. Home/school liaison book.	Termly reviews. Open days. Annual Reports.	Survey pupils and parents/carers annually. Feedback analysed and action plan developed.
	Ensure recorded work is easy for all to access.	Use darker pen. Larger fonts. Highlight or darken lines on lineguides. Move pupils closer to the Legomaster boards. Change colour of font or background of Tango or Powerpoint.	Improvements in delivery of information and strategies to help pupils recording.	On-going.	Part of non-negotiables shared in Staff Handbook. Inclusion Scrutiny.
	Improve communication with	Ensure the school website and Parentmail	An increased number of visits to	On-going.	Excellent communication and

	all users, including disabled pupils and parents/carers.	are clear, simple and easy to use for all. Ensure parents/carers and pupils have wider access to information.	the website and/or Parentmail. Increased variety of information available, including twitter and blog.		regular and accurate updating of website and Parentmail.
Medium Term	Set up systems to involve disabled pupils more fully and include pupil voice on the website and Parentmail.	Survey disabled pupils, parents/carers and staff in school. Ensure disabled representation in school council. Consult with appropriate services about the best ways to make information available.	Increased Pupil Voice on the website and APP. Involvement of School Council. Accessible information about TGPS.	At least half termly meetings. Reported on termly.	Survey completed and analysed by end of summer 1. Outcomes included in updated policies, procedures and reflected in reviewed accessibility plan. Parentmail in regular use.
Long Term	To review progress made in short term and medium term targets.	To plan for the next stages of developing the school.	Wider understanding of issues involved.	On-going.	Provision of information improved.

REVIEW ANNUALLY with School Council Representatives

REVIEW DATE: September 2021