

# School Accessibility Action Plan

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve

1. Access to Curriculum
2. Physical Access
3. Access to information

**Grange Primary School Accessibility Plan 2014-2017**

**Improving the Physical Access at Grange Primary School**

<b>Access Report Ref.</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Monitoring</b>
	Review fire evacuation policies for SEND pupils, in compliance with new guidelines.	Create a specific fire evacuation procedure for SEND pupils in the school who may find it difficult to cope with an evacuation either physically, or due to a cognitive impairment e.g. an ASD child who finds it difficult to cope with loud noises.	By Sept. 2014, and on-going as new children enter the school/ children transition to different classes.	Inclusion Manager
	Consider the possibility of providing a soft play and sensory room for pupils with SEND, to enable them to become calmer and more focussed ready for lesson time.	SLT review budget to determine whether there are funds to consider these building works. Consider where in the school grounds the building works could take place to be accessible for all.	Financial year 2014/15	Headteacher and Inclusion Manager

**Grange School Accessibility Plan 2014-2017**

**Improving the Curriculum Access at Grange Primary School**

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Monitoring</u>	<u>Achievement</u>
To ensure all children can access the curriculum fully by being in school every day, including those with SEND/medical concerns.	<ul style="list-style-type: none"> <li>- Ensure all care plans are kept up to date, and timely reviews completed.</li> <li>- Ensure staff working with the child(ren) have undergone appropriate training.</li> </ul>	<ul style="list-style-type: none"> <li>- Care plan meetings planned early enough to enable the care plan to be created, signed and discussed by all parties involved prior to a new child beginning school.</li> <li>- Reviews planned and undertaken yearly.</li> <li>- Training for any staff new to working with the child is organised and undertaken prior to child starting in new class.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Summer Term 2014</p>	Inclusion Manager Headteacher Health care professionals	
To ensure all areas of the curriculum are fully differentiated to meet the needs of all pupils.	<ul style="list-style-type: none"> <li>- Staff attend applicable training courses for the variety of needs of pupils within their class.</li> <li>- Teachers differentiate all class work to meet the needs of all pupils.</li> <li>- All pupils are included in all areas of the curriculum, as well as extra curricular activities.</li> <li>- Pupils with SEND are given extra time where necessary to complete activities.</li> <li>- Alternative methods of learning/recording are provided for SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are aware of methods of planning and delivery to ensure all children within their class can access all areas of the curriculum fully.</li> <li>- Class work is differentiated to enable access for all pupils, including those with SEND, resulting in all children making good progress.</li> <li>- All children have the opportunity to take part in music, drama, P.E., lunchtime/after school clubs and residential visits, regardless of their SEND. Reasonable adjustments are made to cater to the needs of all children.</li> <li>- Teachers are aware of the extra time that will be required by specific pupils to complete a task/activity, and allowances are made accordingly.</li> <li>- A variety of technology and programmes are available for pupils to use to meet their needs for teaching and</li> </ul>	Ongoing	Inclusion Manager SLT	

		learning e.g. writing with symbols, clicker, the use of laptops, ipads etc.			
To ensure all curriculum policies include a section regarding access to the curriculum for SEND pupils.	<ul style="list-style-type: none"> <li>- Subject leaders review curriculum policies.</li> <li>- Inclusion Manager meet with subject leaders to discuss specific access issues within their subject.</li> <li>- Review policies on a yearly basis.</li> </ul>	<ul style="list-style-type: none"> <li>- All curriculum policies include a section regarding access for SEND pupils, which is specific to that subject.</li> <li>- Policies are reviewed yearly, but also if a child with significant SEND enrolls in the school, to ensure provision has been made to enable them to access all areas of the curriculum.</li> <li>- These policies are implemented successfully within the day to day practice of the school.</li> </ul>	September 2014	Inclusion Manager SLT	

**Grange Primary School Accessibility Plan 2014-2017**

**Improving the Delivery of Written Information at Grange Primary School**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>MONITORING</b>	<b>ACHIEVEMENT</b>
<p>To ensure alternative methods of delivering written materials are provided for SEND pupils.</p> <p>To ensure SEND pupils have alternative methods of recording/communicating, opposed to writing.</p>	<ul style="list-style-type: none"> <li>- Staff attend training regarding using alternative methods of delivering writing.</li> <li>- Staff include these alternative methods in their planning and lessons.</li> <li>- All adults in school use alternative methods of communicating.</li> <li>- Inclusion Manager research any further alternative methods relevant to meet the needs of SEND pupils in the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff understand the importance of using different formats to produce written information for SEND pupils, and allowing SEND pupils to record/communicate via alternative methods.</li> <li>- Staff know how to use the alternative methods available e.g. Clicker, writing with symbols, the use of signalong, visual timetables etc.</li> <li>- Alternative methods are evident in planning and in lessons.</li> <li>- A whole school ethos is evident regarding the use of alternative methods of communication e.g. symbols are present around the school, signalong is used in assemblies/ by all staff etc.</li> <li>- Inclusion Manager is aware of, and purchases where necessary, any other methods which will ensure improved access to the curriculum for all SEND pupils, including any children new to the school.</li> </ul>	Ongoing	Inclusion Manager SLT	
<p>To ensure information provided is user friendly for all people with disabilities.</p>	<ul style="list-style-type: none"> <li>- Ensure all adults are aware of any pupils, parents or staff with a SEND.</li> <li>- To be aware of the variety of different formats that written information may need to be delivered in for</li> </ul>	<ul style="list-style-type: none"> <li>- All staff are aware of any people with SEND, and the difficulties they may face in accessing written information. This information is updated when new children/adults arrive at the school.</li> <li>- SLT arrange meetings with the individuals to discuss the best</li> </ul>	Autumn Term 2014, and ongoing.	Inclusion Manager SLT Family Support Worker	

	<p>people with various SEND.  - To know how to access these different formats.</p>	<p>alternative methods by which the school can provide information.  - SLT are aware of where this information can be gained e.g. Braille, audiotape etc.  - The information is gained in the alternative format as soon as possible.  - Further arrangements are made to ensure all written communication is planned in advance to ensure the alternative methods are available in the required timeframe e.g. when a letter is going home to parents.</p>			
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