



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 2017-2020

Improving the Physical Access at Grange Primary School

Access Report Ref.	Item	Activity	Timescale	Monitoring
	Review fire evacuation policies for SEND pupils.	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. Ensure copies of the procedures are made available for all staff and kept in a central place.	Autumn 2017 and on-going as new children enter the school/ children transition to different classes.	Assistant Headteacher
	Consider the possibility of providing a soft play 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 2018/19	Headteacher and Assistant Headteacher

Grange School Accessibility Plan 2017-2020

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 with medical needs can fully access all aspects of the curriculum and their education.	<ul style="list-style-type: none"> - Gain medical information from parents each year. - Ensure care plans are produced in a timely fashion and kept up to date. - Ensure that staff working with a child with specific medical needs have received appropriate training. 	<ul style="list-style-type: none"> - All medical conditions are recorded in a central list and all staff are aware of any children with medical conditions in their class. - Wherever possible care plan meetings are 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. - Care plans are produced within a timely fashion following the meeting. - Reviews planned and undertaken yearly. - Training for any staff new to working with the child is organised and undertaken prior to child starting in the new class. 	<p>Autumn Term 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As the need arises</p>	<p>Assistant Headteacher</p> <p>Headteacher</p> <p>Health care professionals</p>	
To ensure all pupils are given equal opportunity to record their learning and understanding.	<ul style="list-style-type: none"> - Staff attend applicable training courses for the variety of needs of pupils within their class. - Pupils with SEND are given extra time where necessary to complete activities. - Alternative methods of learning/recording are provided for SEND pupils. 	<ul style="list-style-type: none"> - Teachers are aware of the extra time that will be required by specific pupils to complete a task/activity, and allowances are made accordingly. - A variety of technology and programmes are available for pupils to use to meet their needs for teaching and learning e.g. writing with symbols, clicker, the use of laptops, ipads etc. - Staff are aware of the variety of methods of a pupil showing their understanding and learning, using these effectively throughout lessons. - Pupils are given the opportunity to choose the way in which to record their learning. 	<p>Ongoing</p>	<p>Assistant Headteacher</p> <p>ICT lead</p> <p>SLT</p>	

		- All pupils, including those with SEND, are able to communicate the learning that has taken place.			
To ensure all policies include a section regarding access for SEND pupils.	<ul style="list-style-type: none"> - All leaders review their policies. - AHT meet with all leaders to discuss specific access issues within their area. - Review policies on a yearly basis. 	<ul style="list-style-type: none"> - All policies include a section regarding access for SEND pupils. - 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 school. - These policies are implemented successfully within the day to day practice of the school. 	When policies are next reviewed	Assistant Headteacher SLT	

Grange Primary School Accessibility Plan 2014-2017

Improving the Delivery of Written Information at Grange Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	MONITORING	ACHIEVEMENT
To ensure alternative methods of delivering written materials are provided for SEND pupils.	<ul style="list-style-type: none"> - Assistant Headteacher to research developing the use of symbols to support with written information across the school. - Colourful semantics implemented across the school for SEND pupils. - Staff attend training regarding using symbols when creating written information. - Staff include these alternative methods in their planning and lessons. 	<ul style="list-style-type: none"> - Assistant Headteacher purchases and implements a symbols programme to support with access to learning and written information. - Staff understand the importance of using different formats to produce written information for SEND pupils. - Staff know how to use the alternative methods available e.g. Colourful semantics, Clicker, writing with symbols, the use of signalong, etc. - Alternative methods are evident in planning and in lessons. 	Ongoing	Assistant Headteacher SLT	
To develop action plans for specific pupils or parents in the school to ensure written information provided is user friendly for all people with disabilities.	<ul style="list-style-type: none"> - To be aware of the variety of different formats that written information may need to be delivered in for people with various SEND. - To know how to access these different formats. - Meet with the pupil/parent to discuss their specific needs and how they feel most comfortable accessing written information. - Specific action plans created to support these people. 	<ul style="list-style-type: none"> - SLT are aware of where different formats of information can be gained e.g. Braille, audiotape etc. - SLT knows the best alternative methods for individual pupils/parents. - 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. - All staff are aware of any people with SEND, and the difficulties they 	Action plans to be created by end of Spring 2018. Adaptations ongoing	Assistant Headteacher SLT Family Support Worker	

	<ul style="list-style-type: none">- Action plans shared with all relevant staff in the school.	<p>may face in accessing written information. This information is updated when new children/adults arrive at the school.</p> <ul style="list-style-type: none">- Action plans are reviewed as the need arises.			
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