



ACCESSIBILITY POLICY & PLAN

ABSTRACT

At Grange Primary School, we are committed to providing a fully accessible environment to all staff, pupils and our wider community in compliance with the Equality Act 2010

APPROVED	Chair of Governors / Headteacher
POLICY DATE	Autumn 2019
REVIEW	September 2022

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- The school has developed the Accessibility Plan as required in the Equality Act 2010, Schedule 10.
- We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- Grange Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the Equality Act 2010 Schedule 10). This covers teaching, learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable period.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We understand that the London Borough of Newham can and will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The Accessibility plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated and remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school to the end of each period covering this plan in order to inform the development of a new accessibility plan for the on-going period

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- SEND Policy
- Curriculum Policy
- SEND information report
- Health & Safety (including off-site safety)
- Public Sector Equality Duty
- Staff Development
- School Improvement Plan

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

The Equality Act 2010, Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
To publish & promote the quality plan to all stakeholders	All	<p>All stakeholders have access to published equality plan.</p> <p>Stakeholders to have the opportunities to assess the impact of the plan, influencing the evaluation process and future target setting</p>	<p>publish policy & plan on the website</p> <p>inform all stakeholders, in staff meetings, governing body meetings, Parent Mail, parent page on the website</p>	Headteacher to organise & delegate	<p>Published in September 2019</p> <p>Annual review by governors</p>
To show awareness of the access needs of disabled children, staff, governors and parents/carers	All	<p>SEND objectives are in place for all disabled pupils and all staff are aware of pupils needs</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met</p> <p>Parents/carers have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>	<p>Ensure school staff & governors are aware of access issues</p> <p>Create access plans for individual disabled children as part of the SEND process</p> <p>Ensure staff, governors & parents/carers can access parts of the school used for meetings</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared & reviewed if someone at school becomes physically impaired</p>	SEND Coordinator SLT	As required

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
To ensure that the fire exits around school are suitable for those with disabilities	All	All disabled persons have safe exits from school	Ensure all staff are aware of the need to keep fire exits clear	All staff including site supervisor	Daily
To ensure accessible car parking	All	There is a designated place for disabled members of staff and visitors to park throughout the day Disabled parking sign is clearly visible	Disabled staff and visitors have a place to park on school groups Doors in school can be opened to allow people with mobility issues to access the main school building	Site supervisor Office manager SLT	Ongoing
To ensure that all children with medical needs can fully access all aspects of the curriculum	All	All medical conditions are recorded on a central list and all staff are aware of any child with a medical condition in their class Care Plans are produced in a timely manner following a meeting Where possible, care plan meetings are planned early to allow the plan to be created, discussed and signed by all parties prior to a new child starting school. Review are planned and undertaken yearly Training for new staff deployed in a classroom with a child with medical needs prior to the child starting in the class	Obtain medical information from parents each year. Produce care plans in a timely manner and keep them up-to-date. Provide training to staff working with a child with specific medical needs	SENCo All teaching staff	Autumn 2022 Ongoing Ongoing Ongoing Training as the need arises

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
Improve and maintain access to the physical environment	All	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Access to all classrooms and office is on one floor Double doors open wide Corridor width Disabled parking bays Disabled toilets Library shelves at wheelchair-accessible height Step-free access to the playground and garden areas of the school All shelves in the library are accessible to all pupils There is adequate lighting throughout the school 	<ul style="list-style-type: none"> Arrange tables and chairs in classrooms for easy access Adjustable height tables if needed Corridors to be kept clear Double doors kept open during the day 	<ul style="list-style-type: none"> SLT SENCo Office manager Site supervisor teachers 	Ongoing
To ensure all educational visits and trips are accessible to all pupils	Disability Equality Duty	<ul style="list-style-type: none"> All pupils are able to access all school trips All pupils are able to participate in a range of activities planned as part of the trip 	<ul style="list-style-type: none"> Venues and means of transport are check for suitability Include accessibility guidance in trips policy 	<ul style="list-style-type: none"> Educational visits coordinator SENCo All teaching staff 	ongoing
To review the PE curriculum to ensure that PE is accessible to all pupils	Disability Equality Duty	All pupils have access to PE, are able to participate and excel. Including with adult support if needed	Review PE curriculum to include disability sports	<ul style="list-style-type: none"> PE coordinator SLT 	Annually

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
To ensure pupils with a disability are actively involved in lunchtime and afterschool clubs	Disability Equality Duty	Pupils with disabilities are participating in extracurricular activities	Discuss and work with staff who run clubs to ensure that clubs are accessible	P.E Coordinator Office manager SLT	As required
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support	All	Pupil achievement for equality groups are in line with and above national average Where there are gaps, these are narrowed through effective monitoring and intervention	Teacher focus groups during assembly & Spanish time to provide appropriate intervention and monitoring	SLT Governing body	Half-termly Termly
To ensure all policies include a section regarding access for pupils with SEND	All	All policies include a section regarding access for pupils with SEND Policies are reviewed at least yearly and in line with statutory requirements Policies are implemented within the day to day practice of the school	All leaders to review their policies SLT meet with leaders to discuss any access issues within their area Review policies yearly	All subject leads SLT	As required but at least yearly

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
Increase access to the curriculum for pupils with a disability	All	<p>Our school offers a differentiated multi-sensory curriculum for all pupils</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>SMART Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Resources are carefully prepared to support all learners</p>	<p>SLT</p> <p>Class teachers</p>	ongoing
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability	All	<p>More diversity reflected in school displays and materials for lessons across all year groups</p>	<p>Adapt the curriculum to promote diversity</p> <p>Include curriculum initiatives that support and promote diversity, e.g. disability awareness week, Black History Month, Autism Awareness week etc.</p>	<p>SLT</p> <p>School staff</p>	ongoing

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
To ensure alternative methods of delivering written materials are provided for pupils with SEND	All	<p>Staff understand the importance of using different formats to produce written information for pupils with SEND</p> <p>Staff know how to use alternative methods, e.g. Colourful Semantics, Clicker, and Communicate in Print etc.</p> <p>Alternative methods are evident in planning and in lessons</p>	<p>SENCo to train and implement developing the use of Communication in Print to support written information across the school</p> <p>Colourful Semantics implemented across the school for pupils with SEND</p> <p>Staff training on Creating in Print and alternative methods when creating written information</p> <p>Staff include methods taught in planning and lessons</p>	<p>SENCo</p> <p>Class teachers</p> <p>Support staff (staff involved in education of pupils with SEND)</p>	Ongoing

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
Improve the delivery of information to pupils with a disability	All	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ICT Internal signage Large print resources Braille (entrances to all classrooms: staff room, library and junior male and female toilets). EYFS: adult toilets, kitchen; Reception, Year 1 and Year 2 male and female toilets Pictorial or symbolic representations 'Now and Next' board Visual timetables in every classroom 	<p>Large print</p> <p>Audio-tapes</p> <p>Communicate in Print resources</p>	All school staff	Ongoing
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school	All	<p>All school events have pupils from all groups participating</p> <p>Groups are monitored particularly where there is less take-up by a particular group</p> <p>All pupils feel that they can make a valid contribution</p>	<p>Remove barriers to accessibility (look at the task and what is expected. How will we support pupils to access?)</p> <p>Children work in groups to showcase learning</p> <p>Promote a positive 'can do' approach across the school.</p>	All staff	ongoing

TARGET/ACTION	EQUALITY STRAND	SUCCESS CRITERIA	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE
<p>To identify, respond and report racist incidents</p> <p>To report the figures to the Governing body on a termly basis</p>	Race Equality Duty	<p>Staff, parents/carers and pupils are happy with the effectiveness of response given by teachers/SLT</p> <p>Staff follow guidance consistently and effectively</p> <p>Governors & LA are informed regularly of any recorded incidents</p> <p>Nil reporting will be challenged</p>	<p>Make all stakeholders aware of the policy</p> <p>Discuss respect and tolerance in assemblies and PSHE lessons</p>	<p>School staff</p> <p>Monitored by SLT</p>	ongoing
<p>To ensure opportunities arranged within school have an appropriate balance between girls and boys</p>	Gender Equality Duty	<p>Equal representation/opportunities for boys and girls.</p> <p>Clubs are accessible to boys and girls</p> <p>Challenge gender inequality</p>	<p>Actively encourage all pupils to participate</p> <p>Elicit pupil voice to ensure that what is on offer is accessible and relevant</p>	<p>SLT</p> <p>School staff, PE coordinator and club leaders</p>	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The governing board and the Headteacher will approve it.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

