

Dream Believe Achieve

ACCESSIBILITY PLAN VERSION - 2020

DATE OF ORIGINAL RATIFICATION: Historic

DATE OF MOST RECENT REVIEW: June 2020

SUMMARY OF CHANGES AT LAST REVIEW

Dream Believe Achieve

RECORD OF CONSULTATION from September 2020 onwards	
DATE	CONSULTATION DETAILS

ACCESSIBILITY PLAN

Statement

At The Grange School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

Preparing pupils at the school for the opportunities, responsibilities and experiences of later life.

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

Our Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Act Advance equality of opportunity between people who share a protected characteristic and people who do not share it Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Improving the Curriculum Access at The Grange

Aim	Strategies	Responsibility	Time scale	Success criteria
To monitor new cohort and admissions to identify possible changes to provision	<p>Look at any identified pupils and take advice from parents/previous school/LA re: suitable and appropriate arrangements</p> <p>Staff to have at least one visit to pre-school setting if not in our nursery</p>	<p>SENDCO in liaison with admin staff.</p> <p>EYFS staff</p>	Ongoing with new admissions	<p>School has a good knowledge of specific needs of the latest cohort.</p> <p>Curriculum adjustments ensure appropriate provision for all pupils.</p>
To complete a register of all disabled pupils/staff and parents.	<p>Identify and record pupils with a disability as part of 'vulnerable' groups. (Questionnaire given to gain information regarding disabilities in families)</p> <p>Record and track levels of attainment; identify any barriers to learning and provide appropriate intervention mechanisms.</p>	SENDCO in liaison with admin staff	By the end of Term 1	<p>Appropriate provision for all pupils.</p> <p>Accessibility needs do not impact negatively on progress and attainment.</p> <p>Completed register is held in school and referred to as required.</p>
To ensure all out of school activities and extra curricular clubs are planned to ensure the participation of all pupils.	<p>Review all clubs and ensure that they are inclusive.</p> <p>Monitor the participation of all disabled pupils at extra curricular clubs.</p> <p>Risk assessments shared with relevant staff if necessary.</p> <p>Review additional arrangements in place for disabled access to class assemblies, sports day, etc (linked to physical access action plan)</p>	SENDCO in liaison with club leaders	From September onwards	All out of school activities and extra curricular activities meet the needs of all pupils with necessary adjustments as required.
To monitor new cohort and admissions to identify possible changes to provision	<p>Look at any identified pupils and take advice from parents/previous school/LA re: suitable and appropriate arrangements</p> <p>Staff to have at least one visit to pre-school setting if not in our nursery</p>	<p>SENDCO in liaison with admin staff.</p> <p>EYFS staff</p>	Ongoing with new admissions	<p>School has a good knowledge of specific needs of the latest cohort.</p> <p>Curriculum adjustments ensure appropriate provision for all pupils.</p>
To complete a register of all disabled pupils/staff and parents.	<p>Identify and record pupils with a disability as part of 'vulnerable' groups. (Questionnaire given to gain information regarding disabilities in families)</p> <p>Record and track levels of attainment; identify any barriers to learning and provide appropriate intervention mechanisms.</p>	SENDCO in liaison with admin staff	By the end of Term 1	<p>Appropriate provision for all pupils.</p> <p>Accessibility needs do not impact negatively on progress and attainment.</p> <p>Completed register is held in school and referred to as required.</p>
To ensure all out of school activities and extra curricular clubs are planned to	<p>Review all clubs and ensure that they are inclusive.</p> <p>Monitor the participation of all disabled pupils at extra curricular clubs.</p>	SENDCO in liaison with club leaders	From September onwards	All out of school activities and extra curricular activities meet the needs of all pupils with necessary adjustments as required.

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Improving the delivery of written information at The Grange				
To ensure availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Identified pupils have access to coloured paper/coloured overlays/larger font/visual timetables	Head Teacher SENDCO Class Teachers	September onwards	Communication of information to disabled pupils is improved.
To raise the awareness of adults working at and for the school on the importance of good communication skills.	Arrange 'training' as required	SENDCO	As required	School is more effective in meeting the needs of pupils.
To make available school brochures, newsletters and other information for parents in alternative formats.	Review current publications and if required, promote the availability in different formats for those that require it.	HT/SENDCO	September onwards	Delivery of school information to parents and the local community improved.
To make parents aware of the named teacher and Governor for the monitoring of provision and accessibility.	Newsletter/school website	Chair of Governors SENDCO	Ongoing	Named contacts for parents are identified and parents are informed through the newsletter/school website
Access to the physical environment				
Good access to the physical environment for all	All staff ensure that the disabled parking bay is always available. Accessibility considered during any building work	All staff Site supervisor	September onwards	All areas are accessible to all.
Regular review of the needs of current pupils	Reviews of EHCPs	Head Teacher in liaison with Local Authority SENDCO	From September onwards	All current pupils are able to access all areas required for learning.

To ensure that all school events e.g. assemblies, sports day, are accessible to all.	Ensure that all types of disabilities are taken into account when planning events.	SENDCO in liaison with Class Teachers	From September onwards	All school events are fully accessible for all pupils, staff, parents and extended families.
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