

Accessibility plan

Grovelands C P School



Approved by: [Name] **Date:** 10.2.2021

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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.

Our School believes that all children are entitled to a broad and balanced curriculum. We agree that some children need increased support to access learning. This may be because:

- A) they have a significantly greater difficulty in learning than the majority of the children of the same age;
- B) they have a disability that impacts on them being able to access and benefit from the educational opportunities generally enjoyed by children of the same age.
- C) they have had life experiences that mean they have significantly greater difficulty accessing the curriculum than the majority of the children of the same age

We will make our best endeavours to remove barriers to achievement by ensuring that every child experiences quality teaching. We monitor and track progress of all children so that the support provided is effective. We always work in partnership with parents and carers and, where necessary, seek support and advice from specialists outside school.

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.

Grovelands CP School is a Local Authority maintained school and has access to the County Systems to develop and implement this plan. For example: the ESCC School Improvement team, the ISEND team. Other local networks are: the NHS Kent and East Sussex Trust, Sussex Partnership NHS Trust, ESCC Social Service.

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

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ol style="list-style-type: none"> 1. Our school offers a differentiated curriculum for all pupils. 2. We use resources tailored to the needs of pupils who require support to access the curriculum. 3. Curriculum resources include examples of people with disabilities. 4. Curriculum progress is tracked for all pupils, including those with a disability. 	Deliver a broad and balanced curriculum to pupils	<p>Impact of small group teaching to be evaluated: see therapeutic thinking plan approach to inform grouping and support us with our response to pandemic.</p> <p>Curriculum Leads to ensure examples of people with a broad range of cultural background and disability are included in curriculum plans</p> <p>Audit of progression of skills to be undertaken</p> <p>Progress of pupils with disability are reported as a separate line in data tracking</p> <p>Impact of new</p>	<p>JRG</p> <p>KS</p> <p>CLA</p>	<p>July 2021</p> <p>July 2021</p> <p>ONGOING</p> <p>Dec 2021,</p>	

	<p>5. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>6. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		<p>curriculum on pupil progress rates to be evaluated see: SEN action plan, including post pandemic actions</p>	<p>CLA/ JRG</p>	<p>April 2022 July 2022</p>	
<p>Improve and maintain access to the physical environment</p>	<p>Grovelands C P School was purpose built in the 1990s. The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Maintain library access for pupils in wheelchairs</p> <p>Hoist made available to support toileting</p>	<p>Accessibility to be incorporated into new library space design:</p> <p>book reallocation</p> <p>Ebook app/ use of Bug Club</p> <p>Hoist to be serviced as required (can be booked with 24 hours notice and size).</p> <p>If in use inspected daily & serviced annually and inspected by Sussex mobility every 6 months internally.</p>	<p>RW/ DW</p> <p>SC</p>	<p>September 2021</p> <p>as required</p>	<p>ACHIEVED</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resource, as specified by the Visual Impairment team • Microphone linked to hearing aids to support specific pupils • Pictorial or symbolic representations • Physical environment learning walk completed for visual/ sensory requirements • Standardized menus for lunch across the school 	<p>Ensure new developments in school are supported as required i.e. High Needs Unit</p>	<p>Complete assessment of support for pupils with visual impairment for internal and external environments as part of the site redevelopments.</p> <p>Guidance to fit whole school development approach to maximize inclusion for pupils with sensory / communication interaction needs.</p> <p>Request advice from SNS to change signs for children's VI needs</p>	<p>JRG</p> <p>SC</p>	<p>Ongoing with changes for September 2021</p> <p>May 2021</p>	<p>September 2021</p>
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4. Monitoring arrangements

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

It will be approved by the headteacher.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two: ground and first floor.	Stair strips for 5/6, 2/3 and 1/3 stairs 3 cost and plan into budget	HF	July 2021
Corridor access	All double manual doors	N/A	-	
Lifts	One lift	Extra keys required 2x £20 = £40	HF	May 2021
Parking bays	Four disabled access parking bays	None	-	
Entrances	Driveways = two entrances Parent/ carer = one entrance Pupils = seven entrances	Signage to be created	JRG	
Ramps	Ramp and access to all weather pitch and poly tunnel	Cost of paths and costings to be considered.	HF	July 2021
Bell	Moving bells so that they cause	Consider:	HF	July 2021

	less distress for pupils with auditory sensory need	Reduce number of bells Isolate or move bells.		
Toilets	Three disabled access toilets Year group toilets Staff toilets	None None None	-	
School office/ Reception area	Hearing induction loops Visually impaired support for sign in process	School office staff to research alternative process and associated costs Develop a process for leaflets to be shared using technology or braille. Research and costs to be established	SC SC	July 2021
Internal signage	High contrast signage	Review signage for new developments Review accessibility of signage around site	JRG	July 2021
Emergency escape routes	High contrast stair strips	Stair strips as mentioned above, costings to consider for budget	HF	July 2021
External steps	Painted bright lines	Twice yearly check	AS	yearly
ICT	Large print high contrast key boards for ICT to be available Computers set up for Visually Impaired pupils	None Personalised accessibility plans shared with teacher and ICT teacher	RW CLA/ RW	April 2020 ACHIEVED ONGOING

	Assistive technology options available for children with specific learning difficulties	Improve hardware to enable this to happen: 1. Costed 2. Purchased	RW	April 2020 July 2020 July 2021
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