



GRAYSWOOD PRIMARY SCHOOL
Church of England (Aided)

Accessibility Plan

Policy Schedule	
Written	Summer 2022
Ratified by Governing Body	Autumn 2022
Next Review	Summer 2025

Aims

This plan outlines how Grayswood CE Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

The purpose of this plan is to:

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

We are an inclusive school, with a strong Christian ethos, based around core key values. Our school aims to treat all its pupils with 'love' and 'respect'. This involves providing access and opportunities for all pupils without discrimination of any kind.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents
- The Head Teacher and other relevant members of staff
- Governors

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

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.

The Accessibility Audit

The governing body will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

- Access to the curriculum – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
- Access to the physical environment – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- Access to information – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Communication – this includes hidden disabilities, such as autism and speech and language difficulties
- Medical needs – this includes conditions such as severe asthma, severe allergies and epilepsy
- Specific learning difficulties – this includes difficulties with memory, organisation, writing, visual processing, reading, time management and sensory distraction or overload

The findings of the audit will be reflected in the accessibility plan.

Access to Curriculum Action Plan

Target	Action	Resources	Timeframe	Outcomes
Provide and maintain a practical tool kit for Learning Support Assistants (LSAs) that can be used to support pupils' access to the curriculum within the classroom.	<p>Produce resources</p> <p>Share with LSAs explaining how they should be used</p> <p>Ensure that packs are provided as part of the induction process for new Learning Support Assistants</p>	<p>A4 wallet for each LSA</p> <p>Laminating pouches</p> <p>Coloured acetates</p> <p>Pencil grips</p> <p>Wooden blocks</p> <p>Resources identified by SENCo/ other professionals that will support curriculum access within the classroom for different groups of pupils with additional needs</p>	<p>Provided since Autumn 2021 – continue to maintain and provide to new members of staff</p>	<p>All children with additional needs will be better supported to access the classroom curriculum</p> <p>LSAs will feel more confident in meeting the needs of pupils</p>
Training for LSAs in interventions	<p>Training needs identified and training provided in line with current needs of pupils</p> <ul style="list-style-type: none"> - This may be provided by the SENCo or other agencies 	<p>As required by the specific intervention</p> <p>Training costs</p>	<p>Ad hoc when required</p>	<p>Support staff able to work with increased knowledge and provide appropriate resources for pupils</p>
Training for teachers on differentiating the curriculum for pupils with all types of learning need and/or disability, as required	<p>Multi-professional review meetings for pupils with EHCPs to include class teachers</p> <p>Advice from outside professionals shared with teachers</p> <p>Training needs identified through:</p> <p>discussions with teachers;</p> <p>Head Teacher/SENCo</p> <p>classroom observations;</p> <p>book monitoring</p>	<p>Identified training costs when provided by outside agencies</p>	<p>Ad hoc when required</p>	<p>Teachers are able to more fully meet the requirements of pupil's needs with regards to accessing the curriculum</p>

Sharing of recommendations/ information with other staff employed by the school to ensure access across the curriculum including in PE and at Forest School	Head Teacher and SENCo to liaise with other members of staff to ensure appropriate information is shared	N/A	Annual sharing of information by the Head Teacher or SENCo for pupils with an EHCP. Teachers responsible for further updating staff throughout the year.	All staff including those employed to provide specific lessons understand their role in meeting the needs of all pupils
Staff trained to meet individual medical needs of pupils where applicable.	School office to ensure that medical information is up-to-date and that medical plans are shared with staff Training needs identified in consultation with parents	Training providers	Ad hoc when needed	Staff will feel confident in meeting the needs of pupils with specific medical needs

Access to the Physical Environment Action Plan

Target	Action	Resources	Timeframe	Outcomes
Access to classrooms / meeting rooms and resources on the first floor of the newer school building	Ensure that all staff are informed that anyone who is unable to use the stairs is not able to access the first floor using the lift, due to fire regulations. Meeting areas utilised on the ground floor for adults with mobility difficulties (If termly parent meetings try to do the same for all parents to ensure inclusivity).	N/A	Annually in September - Health and Safety training Ad hoc when required	Pupils will be able to access the first floor of the new building and be able to be evacuated if the need arises All parents will have equal access to meetings

	If a pupil is admitted onto the school role with mobility difficulties, a personal safety plan should be developed and as part of this, consideration given to the purchase of an evacuation chair with appropriate training in its use provided for key members of staff.	Personal safety plan Evacuation chair Training	When required	
When new pieces of playground equipment are chosen and installed ensure that there is opportunity for the equipment to be accessed by pupils with disability.	Consider this when choosing and installing new equipment, consulting with pupils and parents	Playground equipment	Ad hoc/ when needed	Pupils will be included and be able to access the playground equipment

Access to Information Action Plan

Target	Action	Resources	Timeframe	Outcomes
Understand the needs of pupils and their parents and ensure information is available in relevant formats For example: <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	School office to ask parents if they require information to be provided in an alternative format, including by phone SENDCo to ensure that the SEND register is regularly updated and that pupil's needs are understood Good quality teaching provides visual support for	Support and advice from advisory teachers as needed Visual supports Computer/printer	Ad hoc as needed	Pupils have access to curriculum information and all other school information in a format that meets their needs

	classroom lessons as appropriate (eg visual timetables/ individual provision of information on the board, pictures to describe actions or vocabulary).			
Ensure signage is suitable for non-readers, is clear and well situated	<p>Consider this when purchasing any permanent signage.</p> <p>Teachers to consider their displays carefully to take account of learners needs, ensuring that they are easy to see/read and supported by visuals and are best positioned within the classroom to meet the learners' needs.</p> <p>Resources labelled with consideration given to the literacy levels of the lowest achievers in the class</p>	As described in the 'Action' column.	As displays are changed and signs up-dated	Pupils are able to navigate the school regardless of any disability