

ACCESSIBILITY PLAN

2024-2027



Policy Lead	Zoe Meredith
Member of leadership team with lead responsibility for oversight and update of policy	Richard Thorpe
Approved at SLT	September 2024
Approved at School Standards Committee	September 2024
Policy review cycle	Triennially
Next Policy review date	July 2027

Grange Park Primary School Accessibility Plan

Purpose of the Plan

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014 : 0 to 25 years. The Governing Body will review this plan every three years.

Definition of Disability

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’

(SEND code of Practice 2014)

The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed, and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Grange Park Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Current position

- The school building is accessible for wheelchair users, including a lift to access the first floor
- There are two disabled parking spaces provided in the car park
- The entrance to school has a dual height welcome desk, suitable for wheelchair users
- Stairs have dual height handrails
- The outside play areas are flat and are completely accessible to wheelchair users
- The school field can be accessed by a wheelchair-friendly ramp
- There are four disabled toilets - these are situated at each end of the ground floor and the first floor: opposite the entrance to Nursery, near the Year 2 classrooms, Year 3 classrooms and Year 6 classrooms.
- There is a wet room on the ground floor to allowed disabled children to be changed.

- EYFS play area has a flat outdoor play area with raised sand, water and gardening equipment.
- Toilet and washroom facilities are height appropriate
- For the inclusion of children with complex needs/learning difficulties, some children are supported by experienced 1-1 workers under the direction of the SENCO and class teachers
- Pupils with Social, Emotional and Mental Health difficulties are supported in the school-based nurture provision and in the classroom by the pastoral team
- School also employs a referral system for pupils with SEMH needs. These referrals are screened and may be allocated to the Emotional Literacy Support Assistant, Emotional Wellbeing support worker or to outside agencies such as BeeU (local CAMHS service), Mental Health Trailblazer scheme or play therapist.
- Mainstream Teaching Assistants support a range of children - delivering learning interventions and therapy programmes
- The school is well-equipped with a range of learning aids and specific equipment. iPads and other devices are used to support learning across school.
- First Aiders are trained to support pupils with asthma and food allergies/intolerances (all staff have received asthma and epipen training).
- The school has a locked medical cupboard that has a power source where a medical trolley and oxygen can be stored.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All pupils with a physical disability have their own risk assessment which takes into account their disability and actions to be taken.

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Targets	Strategies	Outcome	Timeframe	Achieved
The physical environment of the school				
To develop the Explorers' Zone so that it is accessible to all pupils.	Include raised beds and level path areas.	All pupils will be able to take part in Explorer Zone sessions.	By 2024	
To have access to an additional building to support the school SEND provision including hearing impairment.	To install an additional building being installed on the playground to support SEND provision including hearing impairment	Pupils and staff will have access to a 'quiet' space for hearing interventions and sensory needs.	By 2024	
The extent to which disabled pupils can participate in the curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND including their emotional needs.	Training provided by the SENCo in staff meetings. Staff to share good practice and deliver mindfulness across the key stages. Continue to share quality first teaching practice with all staff.	Staff are able to enable all children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	On-going	
To meet the needs of	Children will be assessed in	Barriers to learning will be	Annually - Spring term	

individuals during statutory end of KS2 tests.	accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	reduced or removed, enabling children to make good progress.		
To ensure staff are trained to support children with medical conditions.	Update staff training annually in Asthma and Epilepsy and as required in other specific conditions. Update Medical Conditions policy annually. Ensure annual parents return is gathered.	The medical needs of pupils are met ensuring that all pupils are able to access all aspects of the curriculum.	Annually	
To liaise with health providers to support meeting the need of SEN pupils.	SENCo and school mentors continue to liaise with health providers including Speech and Language Therapy, CAMHS and BSS to support meeting the needs of pupils.	Pupils' needs are fully met and pupils receive support from external services, where required.	On-going	
To ensure that relevant medical paperwork is up to date and available	Medical notes to be kept in Classroom folders and to be available in the medical folder in the staffroom. Medical records are updated at the start of the school year and as required (when a parent notifies staff of any changes)	Staff have up-to-date information about pupil medical conditions. Pupils receive prompt and timely medical interventions, as required.	On-going	
To ensure that pupils who do not have access to the internet are not disadvantaged	Paper copies of homework activities will be available for pupils who do not	All pupils will be able to complete given homework.	On-going	

when completing homework or home learning (health related).	have internet access. School has additional devices, which can be made available to pupils working at home.			
The delivery of information to disabled pupils				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats, as necessary.	Written information will be provided in alternative formats, as necessary.	On-going	
To source interpreters for those children and families who require them.	Ensure that any new pupils and their families are assessed as to whether an interpreter (including sign language interpreters) is required. If so, speak to Telford and Wrekin LA.	Pupils and families are able to access all school information, upon request. Pupils receive effective support upon entry to school.	On-going	
To ensure SEN information on our website for pupils and their families is available in a hard copy to those who cannot access the internet	Ensure paper copies of our SEN provision for pupils and their families are available in hard copy for families who cannot access the internet, on request. Include contact details for the Telford and Wrekin Local Offer.	Pupils and their families have access to information the school SEND offer and the support available.	On-going	
Equality and Inclusion				
To ensure that the accessibility Plan becomes an annual item at the SSC meetings.	Clerk to governors to add to list for SSC meetings. Review staff training needs.	Adherence to legislation.	Annually	

To improve staff awareness of disability issues.	Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	

For additional accessibility information see:
Medications policy