Accessibility Plan

Status:	Current	
Date Adopted by Governing body:	November 2016	
Next Review:	November 2028	2 years
Created:	September 2016 Reviewed Nov 24	
Reviewed:	November 2026	

ACCESSIBILITY PLAN 2024-26

The school's Accessibility Plan needs to be read and understood in conjunction with the following policies and documents:

- Special Educational Needs and Disability (SEND) Information Report/Policy
- Health & Safety Policy
- Equality Act 2010

The Grove Primary School is committed to providing an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. 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.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable

An accessibility audit will be completed by the school prior to the end of each period covered in this plan in order to inform the development of the new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website with hard copies also available on request from the school office.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for children with a disability, this includes teaching and learning and the wider curriculum of the school such as school clubs, trips, visits and LOTC
- Improve and maintain access to the physical environment, this includes improvements to the physical environment of the school and physical aids to access education
- Improve the delivery of written information in response to specific identified needs, examples may include handouts, timetables, textbooks and information about school events

The Grove Primary School aims to treat all members of our school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. We aim 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 Grove is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Our objectives are detailed in the plan below.

Contextual information

The Grove Primary School is made up of two large one storey buildings, one small one storey building and an inclusion cabin. The school site is built in the middle of a housing estate with easy access via a main entrance. There are three gates to access the school, all are on a flat surface. Due to the natural level ground of the school wheelchair access is not an issue. However, both playgrounds are sloping which could make it difficult for pupils with mobility issues. In the main building, and the Pemberton building, there are disability toilets with hand rails and a basin. In the main school building there is a large hall with three steps down to a lower level with a lift to enable wheel chair users to access the whole school. There is a disability toilet in this lower section of the site. There is a designated parking bay outside of the school if needed. If starting the school with a physical disability a risk assessment would be put into place on arrival.

ACTION PLAN:

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To establish specific needs of children prior to the date when they start school (either new intake in September each year or starting at a later date).	Through disability questionnaires, which are sent out to all new parents/carers to request information on their child/children, establish levels of disability and specific needs.	June/July for new intake in Foundation Stage each September. Prior to a child joining school be it mid-year or in September each year in any other year group.	SENDCo Inclusion Team	Disability Register will be kept up to date and school will be aware of specific needs prior to a child's attendance at school
When reviewing school policies, ensure that they reflect our inclusive practice and procedure.	Review policies and procedures in order to comply with our legal responsibilities under the Equalities Act 2010.	Ongoing	SENDCo Inclusion Team SLT Governors Curriculum Teams	All policies & procedures reflect inclusive practice where applicable.
Continual close liaison with parents/carers	Ensure collaboration and sharing between school and families through discussions around IHCP and EHCP's reviews and parents' evenings as well as day to day contact.	Ongoing	All Teachers SENDCo Inclusion Team	All parties are appropriately informed and work together.
Continual close liaison with outside agencies for those children with ongoing health needs.	Ensure collaboration between all key personnel and the use of Individual Health Care Plans.	Ongoing	SLT SENDCo Inclusion Team	Clear collaborative approach with all agencies working together.
To ensure full access to the curriculum for all children	Where necessary, a differentiated curriculum with alternatives offered. Support staff strategically allocated according to need. Use of interactive ICT equipment, multimedia and other resources to support children with specific needs. Working with external agencies/parents/carers to source specific equipment as required.	Ongoing	SLT SENDCo Inclusion Team All Teachers All Support Staff	Advice taken and strategies evident in classroom practice. All children supported and accessing the curriculum.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Through ongoing observation/book scrutiny's/planning the SLT ensure the needs of specific children can be met by carefully considering adaptive teaching, scaffolding and differentiation and what 'reasonable adjustments' can be made	Through planning meetings with year groups. Through discussion at Pupil Progress Meetings. Providing additional, supportive resources to identified children e.g. headphones, writing slopes, privacy boards.	Termly	SENDCo Class Teachers	Class teachers' planning will reflect the needs of disabled children and they will have a good understanding of what 'reasonable adjustments' they are expected to make.
Audit of staff training needs	Through year group planning meetings and performance management, discuss any specific training needs staff might have to work with disabled children in their classes. Provide training for members of the school community as appropriate.	Ongoing	SENDCo Class Teachers	Staff needs will be identified and responded to through necessary training. Staff feel confident to ask for support when needed Staff feel confident in supporting children with identified inclusion needs.
Share good practice relating to disability issues and data	Through staff meetings, informal conversations, staff training and transition meetings	Ongoing	SENDCo Class Teachers	An environment where dialogue and sharing of information is positively encouraged.
Ensure staff are up to date with statutory requirements from the DFE and OFSTED	Through staff meetings, TA meetings/training, INSET Days and Induction	When new staff join the school Ongoing throughout the year.	SENDCo Class Teachers Support Staff	All staff understand their legal responsibilities under the Equality Act 2010
Increase awareness and positive attitude towards disability amongst all pupils.	Through PSHE lessons and class and school Assemblies, #1 Programme and collective worship	Ongoing	SENDCo Class Teachers	All children will develop a better understanding and appreciation of disability.

<u>Aim 2:</u> To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Improve physical environment of school through review of Accessibility Audit and setting of priorities for each financial year	When setting budgets for coming year, review school's Access Audit, priorities and set targets for any reasonable adjustments that need to be made within the constraints of the budget for the year ahead. Set budget and timescale for any work.	Annual process when setting school budget	SLT Finance Committee	Priorities will be established, budget set and work undertaken as identified.
Ensure all children with a disability are able to be involved in school life.	Through children's IHCP/EHCP's establish any specific needs regarding the physical environment of the school that need to be addressed and use this information to inform financial planning (see above). Through discussions with parents/carers, staff and disabled pupils, discuss and assess needs and respond to those needs.	On-going process through Performance Management, Planning Meetings, Parent Consultations, discussion with children and liaison with external agencies.	SLT Class Teachers SENDCo External Agencies	SLT/SENDCo/Class Teachers will identify and be aware of specific needs of individual children with a plan in place to meet those needs and make reasonable adjustments where possible.
Class rooms to be set up so that any person with a disability can freely move around a class room	To review class room set ups to allow better pathways for movement	Ongoing	SENDCo Inclusion Team Teachers	Class rooms will be easily accessible and movement in lessons would be improved
Disability car parking spaces ensures access for pick up and drop off for children with a physical disability	To ensure the space is only used for disabled users To make sure the space is kept accessible at all times	Ongoing	Site Manager	Easy access to school for some pupils

Aim 3 To improve delivery of information to disabled pupils and parents/carers

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To ensure all children and parents/carers with disabilities receive and understand information	Through disability register and communication with parents/carers when their children start school, ensure that the school is aware of and responds to the needs (where reasonably possible/practicable) of individual parents.	When parents/carers/children first join the school. Ongoing through regular communication and parents' evenings.	SLT SENDCo Inclusion Team	School aware of specific needs and have reasonable measures in place to enhance communication with parents/carers/children
To increase support for parents of children with a disability	Ensure our school website and paperwork explains how we will support children with a disability	Ongoing	SLT SENDCo Inclusion Team	Effective communication and open door policy fully in place at every level of school interaction. SENCO holds regular meetings to support parents with children who have a disabled child if needed. Local offer is uploaded on website and explains what our school can offer our disabled pupils
To help teaching staff access specialist learning materials to help pupils access learning opportunities	Ensure all pupils can communicate appropriately according to their needs Staff to undertake appropriate training from specialist colleagues	Ongoing	SLT SENDCo Inclusion Team External agencies	Regular training for staff Visual and physical aids are used for some pupils

ACCESSIBILITY ACTION PLAN 2026-28

OBJECTIVE	ACTIONS	TIMESCALES
Secure accurate information regarding disability profile of children in the school on which to base future planning and provision securing Equal Opportunities	Send out Equality Questionnaire to parents, collate and analyse information. Establish whole school profile and disability register;	Annually in October
Gain an understanding of any gaps in staff training	Conduct a staff audit of training needs based on new staff profile; Plan to address gaps	Term 1 – annually Ongoing, as needs arise
To provide specialist equipment to aid the needs of the pupils.	Pupils will participate and develop independence in learning in class by providing equipment if needed e.g. special pencil grips, headphones, writing slopes, privacy boards	Ongoing
To ensure that children with hearing difficulties have regular assessments to ensure the correct provision is in place	Action all recommendations following reports from hearing assessments. Liaise with parents and support them to follow up on actions.	Annual review of each child when transitioning to new class
To improve the layout and design of the Early Years area to ensure easy movement around the setting.	New flooring to ease trip potential. Declutter – resources and furniture Provide additional storage	Summer Holidays and Term 1.
To enable improved access to written information for pupils, parents/carers and visitors	Investigate and be aware of available hardware and software which might assist children with specific disabilities. Auditing school library to ensure the availability of large font and easy read texts to improve access for specific children, should it be necessary. Auditing signage around the school to ensure that it is accessible to all.	Ongoing
To ensure all necessary staff are trained in preparation for identified children	Map out the classes with identified children Book external training where needed e.g. buccal training, diabetes training Update and review First Aid training across the school Identify suitable online training where appropriate	All staff working with identified children feel confident and supported. All identified children receive the care and support they need.