

## Grangetown Primary School

# Accessibility Plan 2022-2025



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 access and participate in the curriculum
- Improve and maintain access to the physical environment of the school to enable disabled pupils to take full advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our school aims to identify and remove barriers for disabled pupils, treating all fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Grangetown Primary School is committed to providing an environment that:

- enables full curriculum access and opportunity
- values all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional, cultural and economic needs.

At Grangetown Primary School we are committed to equality irrespective of age, gender, religion and sexuality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

## **We aim to:**

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- Value the diversity within all families to develop and further our understanding of equality and diversity
- Provide positive, non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice in order to impact positively upon and promote equality and value diversity
- Make inclusion a thread that runs through and helps to shape all of the activities of the school.

## **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 speech and language needs, learning disabilities and medical needs such as diabetes, sight, hearing and long term health conditions such as asthma or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day – to –day activities is adverse, substantial and long – term.

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. Grangetown Primary School recognises the overlap between the definition of disability the definition of Special Educational Needs in the Special Educational Needs and Disabilities Code of Practise: 0-25 years (2014). We understand that many children who have SEN may also be defined as having a disability under the definition from the Equality Act (2010).

The accessibility plan links directly with the following policies:

- SEND Policy and SEND Information Report
- Behaviour and Anti-Bullying Policies
- Child Protection and Safeguarding
- Admission Arrangements
- Curriculum and Assessment Policies

## Action Plan

### **Aim: Improve and maintain access to the physical environment**

Current Practice:

- School is a single storey building
- All doors into and around school are wheelchair accessible
- Corridor widths allow for access
- Disabled parking bays available
- Access granted to the car park where this is required
- Disabled toilets available

<b>Objective</b>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Timescales</b>	<b>Success Criteria</b>
Ensure that all play areas are fully accessible to all	Investigate access to areas of the playground and field to ensure these are fully accessible to pupils with disabilities including the use of a wheelchair / walker etc.	SENDCo Class teachers	Summer term 2022	All children will be able to access all areas of the playground and field alongside their peers. Adjustments made to access e.g. on hilly areas of field.
Ensure that all resources are at wheelchair accessible height to enable pupils to be independent.	Carry out audit of all classrooms and additional areas of school e.g. library, hall (PE and lunch) etc. Consider adjustments to be made to ensure that all pupils can independently access resources as required. Purchase of height adjustable tables and chairs so that provision can be easily made for pupils if required	SENDCo Class teachers PE Subject Lead English Subject Lead (Library)	Summer term 2022	All resources and equipment stored at reasonable height allowing for ease of use. All children accessing resources independently. Inclusive, height adjustable chair sourced and purchased if required.
Development of a dedicated Nurture/ Wellbeing/ Sensory Space	Application for grant funding to resource Yellow Learning Den. Access CPD / visits to other provisions (Treetops) Design a space dedicated to wellbeing and Nurture to support pastoral work, 1:1 time, calm down time, sensory relaxation for pupils when needed.	SENDCo	Summer 2022 / Autumn 2023	Wellbeing/ Nurture space established in Yellow Learning Den. Nurture space in use regularly and offering a sense of safety, calm down and support to pupils wellbeing Reduction in anxieties or distressed behaviours

Ensure that all areas used for outdoor or physical activity After School Clubs are fully accessible to all e.g. forest club, football club etc.	Carry out audit of all areas in use for after school clubs: classrooms/hall/community room/field/outdoor areas  Consider adjustments to be made to ensure that all pupils can independently access areas and resources as required.	SENDCo Class teachers	Autumn 2023	All children will be able to attend any after school club alongside their peers.  Adjustments made to access e.g. on hilly areas of field / wooded area of field.
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<b>Aim: Increase and maintain access to the curriculum for pupils with a disability</b>				
<p>Current Practice:</p> <ul style="list-style-type: none"> <li>• Adjustments made in teaching and assessment to ensure that all children access the same broad and balanced curriculum</li> <li>• Physical equipment for those pupils who need this e.g. wobble cushions, ear defenders, fidgets, visual timetables</li> <li>• Individual health care, inclusion or personal care plans are in place</li> <li>• Staff trained in moving and assisting</li> <li>• Implementation of advice taken from external agencies</li> <li>• All pupils are able to access off site visit regardless of disability through the use of specialist coaches and risk assessments of all educational visits</li> <li>• Progress of all pupils is tracked and targets set are appropriate for pupils with additional needs</li> <li>• Our children are very accepting of 'differences.' And demonstrate a caring attitude towards others.</li> </ul>				
<b>Objective</b>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Timescales</b>	<b>Success Criteria</b>
Increase and maintain access to the curriculum for all pupils and those with a disability	Ensure that staff have a detailed knowledge of the needs of any new and transferring children. Provide relevant and appropriate CPD to ensure that the needs of all children are met e.g. AOT, SaLT, OT etc.	SENDCo Admin Team (via transfer or contact forms) Class teacher Parents / Carers	Annually then ongoing	Full access is achieved and educational opportunity has not physical limits or barriers. Advice is sought when needed. Advice is followed and suggested strategies are evident in class planning and practice.
Ensure that medical needs of all pupils are fully met within the capability of the school.	Work with specialist teams to access appropriate CPD and ensure that this is renewed as required e.g. moving and assisting, physiotherapy etc.	SENDCo Admin Team (via transfer or contact forms)	Annually then ongoing	Children with specific needs are supported in accessing the curriculum.

	Ensure staff access Administration of Medication training	Class teacher Parents / Carers		
Explore the use of assistive technologies or alternative methods of recording for children with SEND or disabilities	Staff meeting time to discuss reasonable adjustments in place and share good practice. Advice sought via external agencies e.g. OT, Physiotherapy etc Resources purchased as necessary. SENDCO and other school staff to access relevant CPD led by TfC and other agencies. Information to be disseminated to whole staff.	SENDCo Class teacher	Spring 2022 then ongoing in response to needs of children	Alternative methods of recording in evidence in learning walks and monitoring Access to the curriculum via the removal of any barriers to learning and recording
Actively promote positive attitudes towards children and adults with disabilities.	SENDCo to speak with staff about using images of children and adults with disabilities as part of displays in school, resources used in class / assemblies etc.	SENDCo Class Teachers	Annually when new resources etc are purchased. Ongoing	Examples of disabled adults and children among classroom and corridor displays and through book monitoring.

### **Aim: Improve delivery of information to pupils with a disability**

#### Current Practice

- Adjustments made in teaching and assessment to ensure that all children access the same broad and balanced curriculum
- Adult support in place for children as required and appropriate
- Coloured books for written work and maths available for pupils with visual difficulties / stress. This also includes coloured overlays and coloured reading rulers
- Additional time for tests applied for and used in end of KS statutory assessments
- Sensory resources available to support pupils managing sensory needs e.g. wobble cushion, ear defenders, chew and fidget resources

<b>Objective</b>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Timescales</b>	<b>Success Criteria</b>
Ensure consistency in scaffolding resources on display in all classrooms	Audit the resources on display in each class. Introduce a consistent system of symbols throughout the school for use in EYFS / KS1 / KS2 visual timetables	SENDCo	Summer 2022 in preparation for beginning of Autumn term 2023	Visual timetables on display in all classrooms Evidence of timetables in use and children referring to these (and individual copies

				if appropriate) Consistency of approach in each Key Stage
Ensure consistency in availability and use of sensory resources in class and across school	Carry out an audit of methods of support across school in terms of supporting the sensory needs of children with SEND. Audit the resources available in each class. Access CPD re: sensory issues / Autism etc and cascade this to all staff including lunchtime support staff.	SENDCo	Summer 2022 in preparation for beginning of Autumn term 2023	Sets of sensory resources purchased for each class Evidence of resources in use and impacting on children's wellbeing and engagement in class / assemblies etc Reduction in anxieties displayed by children
Create a school package of social stories for key events in school e.g. fire drills, transition stories, going to assembly, eating lunch in the hall, using the field for playtime etc.	SENDCo to speak with all staff and children re general school procedures that their children would like or would have liked to have explained to them more clearly through a social story. SENDCo to cascade CPD to all staff re: Social Stories Complete a social story template for a fire drill that can be adapted to personalise this to a pupil that needs it. Extend this to other key procedures in school e.g. going to assembly and what you do in assembly. Purchase of new resources as required	SENDCo Class teacher Parents / Carers to support	Autumn 2023 then termly	List of useful procedures created. Social story for the fire drill generated that can be personalised by staff with specific pupils. Bank of other social stories for agreed procedures available online to be personalised with pupils.

### **Monitoring**

This document will be reviewed every 3 years, but may be updated more frequently in response to the needs of children or any changes to the school environment.

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