



Grange View C.E. First School
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 Headteacher: Mrs Louise Laskey



We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom



Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E First School

This Policy is a statement of the aims, principles and strategies for an Access Plan at Grange View CE First School. The Policy was developed September 2015 through a process of consultation with teaching staff. It was approved by the governing body in May 2016.

A schedule for the review of this, and all other, policy documents is set out in the school's Whole School Development Plan, this policy will now be reviewed every year. This Plan reflects the requirement for an Access Plan under current equalities legislation. The duty under the Equality Act 2010 is that schools collect and publish equality information, and publish equalities objectives. This duty has existed since April 2012.

However, guidance makes it very clear that schools continue to have a duty to produce an Access Plan which must be implemented. Schools' plans should reflect their intention to:

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

Access Plan for Grange View CE First School from September 2015-2017

Introduction The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them. Grange View CE First School Access Plan Our school's previous access plans were incorporated into a Disability Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.



Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

Vision and values

Our School fully supports the vision of Northumberland Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Northumberland's Inclusion definition that says:

Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions. Wherever possible disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The child/young person is at the heart of everything we do. For schools we will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for headteachers and senior leaders, and for governors. We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

Our School Vision

Our Vision - for children and adults to be happy, confident, responsible individuals who enjoy personal success and love learning.

Our Mission:

- To provide a welcoming, stimulating and secure environment for all regardless of faith and culture.
- To value all students and staff as individuals and support them to reach their full potential.
- To provide a broad, balanced and stimulating curriculum that meets the needs of all.
- To deepen and enrich the schools relationship with Governors, parents, Community and church.
- To cherish and nurture responsibility for the environment.
- To provide high quality collective worship and opportunities for spiritual development.

To strive for excellence in all we do.



Our Values:

The ethos of the school is underpinned by Christian values such as honesty, openness, friendliness, trust and respect. We aim to SPARKLE!

The nature of Grange View CE First school population:

- We have around 100 main stream pupils from Reception to Year 4 and 18 staff members plus a 26 place

The School Environment

The school consists of a single main building on one floor. All classrooms are accessible. Many physically disabled pupils are using powered wheelchairs which can be quite large, door frames in the main school are narrow and when alterations to the classrooms are planned in the door frames will be widened. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.

- Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals and volunteering to carry out procedures as and when this is required. From time to time we have children with disabilities and have developed the school building accordingly
- We have added a disabled toilet, wash basin and large changing bed in a room off the hall. This is also used as a medical room. A shower cubicle was added to this room in 2012.
- Ramps at all entrances to ensure wheel chair access.
- All doors are painted in a darker colour to ensure visually impaired children can see the openings.
- We offer all policies and documentation in bigger text to parents who are visually impaired should they require it.
- An allocated parking space for the parents of disabled pupils is provided, as is ensuring that the space is not used inappropriately, or blocked by other vehicles. The access into school from the parking space is level with no obstacles.
- Dropped kerbs are installed where necessary.
- Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. We provide a range of learning support material for children to access the curriculum where necessary such as pencil grips, scissors etc. We provide specialised cutlery for children to use at lunch time.

Awareness of staff

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g. physiotherapist training for disabled pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs.

All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g. sports day, performing in concerts, educational visits etc. support is given to children who cannot attend school for medical reasons e.g. home tuition. Afterschool clubs are available for all children.

We have



policies in place and a named person to administer medicines and care. We have a strong

Anti-Bullying Policy to ensure all children feel safe and included .

All children with Special Needs or a disability will be offered a broad and balanced curriculum that is tailored to meet their needs e.g. speech therapy, circle time, visual timetables, social stories etc.

Access to the curriculum

All areas of the curriculum are available to pupils regardless of their disability. If an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Depending on the impairments of disabled pupils, planning specific staff training improves access to the curriculum. Training is available from a number of sources. Purchasing specialist equipment will increase access to the curriculum for disabled pupils. Where necessary based on the individual needs of pupils we will purchase any specialist equipment in order for all children to access the curriculum. Reviews of the participation of disabled pupils during lesson observations will inform future developments in inclusion. Planning to use tools such as the Index for Inclusion can help a school improve access and raise awareness. Access to school visits can be problematic for some disabled pupils. Reviews and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

Access to written information. We provide additional support for learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

Date: January 2018

Signed: _____

P. Treanor
Chair of Governors

Review:

The governors at Grange View CE First School believe that everyone has a right to learn, to be respected and to be safe. We are intent on providing a caring, safe, happy and healthy environment for all our pupils, guided by the teachings of Jesus in delivering our Christian values and vision. We seek to enable all to flourish and achieve their full potential where both British and Christian values of care, kindness and respect are at the heart of all we do. The governors in all decision making work collectively and collaboratively to enable everyone to 'SPARKLE'.



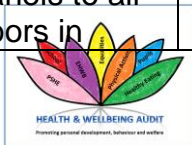
Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

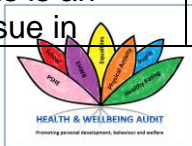
| Buildings | Area | Action Taken | Time scale | Resources | Responsibility | Monitoring and Evaluating |
|----------------|---|--|----------------------|---|-----------------|------------------------------------|
| Approach | Approach to school | Improved signage and information about gate closures | Improved summer 2014 | | HT | |
| Carpark | Car bay for disabled drivers | Marked in carpark | Easter 2016 | Paint work in carpark. Repaint when necessary | HT | Governors |
| External ramps | Ramps to all main access routes | Yearly check | Annual | | Caretaker HT | Governors |
| Entrance | Move intercom lower | To investigate with security provider | Aut 2016 | TBC | HT | Governors |
| Corridors | Regular access check | Access checked | On going | N/A | All staff aware | |
| Doors | All doors have unblocked windows in to all areas. Add vision panels to all doors in | Remove all items on door windows | Aut 2015 | N/A | Staff | Governors Health and safety checks |



| | | | | | | |
|---------------------|--|--|----------|----------------------|----|--|
| | admin area of school, | | | | | |
| Toilets | Disabled toilet in main entrance | In place | N/A | | HT | Governors Health and safety checks |
| Signage | All fire signs in place Clear information around school | Check annually by Governors | Annual | N/A | HT | Governors Health and safety checks |
| Means of escape | All fire signs in place Clear information around school | Checked every 3 years by Fire and rescue | 3 yearly | N/A | HT | Governors Health and safety checks |
| Building management | School site | Caretaker checks site weekly | On going | Planned improvements | HT | Governors Health and safety checks/reports |

| Curriculum | Action taken | Time scale | Resources | Responsibility | Monitoring and Evaluating |
|---------------------------|--|-------------------|--|----------------|--------------------------------|
| Differentiated curriculum | Ongoing development of teachers understanding of a differentiated curriculum for all children. | Staff development | Staff meeting time. Evidence trail by SENCo to see inclusion and an inclusive classroom | HT/SENDCO | SENDCO and report to governors |
| Deaf awareness | As and when this is an issue in | Ongoing | Staff development | HT/SENDCO | |

Let's help every child



We're working towards Artsmark Awarded by Arts Council England



| | | | | | |
|---|--|--------------------|-------------------------------|------------|-----------------------------|
| | school teachers will have training to deal with this | | | | |
| Training to support disabled pupils | As in the past all staff have ongoing training to need the needs of individual children. As children's needs are assessed training will be put in place to best meet the needs of individuals. | As and when arise | Staff time and training needs | SENDCO | HT/SENDCO |
| Specialist equipment | Seek and provide specialist equipment as and when it is required by an individual child | Whenever necessary | | HT/SENDCO | Gov resource Committee 1 |
| To recognise pupil diversity through lesson delivery and techniques | Awareness raising where appropriate through lessons and specific PSHE teaching | Staff development | Staff time /PSHE time | HT/PSHE Co | Report to govs in HT Report |

| | | | | | |
|-----------------------------|---|----------|---|------------|----|
| Training needs of all staff | Regular support for Teachers and teaching assistants on named conditions that children might have. Performance management targets for TAs | Aut term | Performance management time Staff training sessions Planned over the year | HT/PSHE Co | HT |
|-----------------------------|---|----------|---|------------|----|

Alternative Formats

| Area | Action Taken | Time scale | Responsibility | Monitoring and Evaluating |
|--|--|------------------|----------------|---------------------------|
| Alternative formats Ensure that all parents are aware through newsletters and website that large type formats of any school produced documentation can be made available. School can | Add further information to website (Sept 2015) Reminders in newsletters (ongoing) | Already in place | HT | Governors |

| | | | | |
|--|--|----------|------------------------------------|------------|
| provide help with reading any documentation. | | | | |
| Policies to include foot note about larger print | As policies are reviewed a foot note to be added about larger print. | On going | HT/ Office manager / co-ordinators | Governors |
| Good print guidelines | When appropriate we try to follow the good print guide lines. – see attached | In place | Everyone providing information | HT monitor |

Good Print Guidelines.

Font size

Most fully sighted people can read 12 point font easily. Visually impaired people will need different sizes depending on their level and type of vision. It is not correct to assume that the larger the font the better – this is fine for some, but others, for example those with a small field of vision, might prefer a smaller font. If you are printing for individuals, it is best to ask them their preferred font size. Font size 14 is a good size to use to cover as many people as possible.

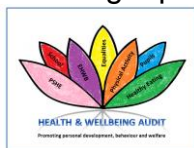
Font type Always use a plain, sans serif font such as Arial, Univers, Tahoma or Verdana or Comic Sans. Letters should be evenly spaced.

Font style Never print anything using all capital letters. A mixture of upper- and lower-case letters, like on this page, is easier for everyone to read. Use bold weight for emphasis; avoid using italics as much as possible. Letters and words should be spaced conventionally. Leave extra spaces between lines of text and between paragraphs for greater clarity.

Alignment Do not use right-justified text, as this can cause irregular spacing. Use left or central alignment only.

Colour Use dark ink on light paper – black

on pale yellow is particularly good for people who are troubled by glare. Alternatively, use light coloured text on a dark background –



yellow on black or dark blue is best. Never use dark ink on dark paper or light ink on light paper.

Enlarging It is possible to enlarge print using a photocopier, but this can result in a grainy image and oversized paper. Always print the correct font size directly from a laser or ink jet printer where possible.

Paper Choose paper with a matt finish where possible. Glossy paper produces glare that may cause reading difficulties. Thin paper should be avoided as print can show through from the other side.

Images Never print text over patterns, photographs or illustrations. Try to position any images so that they do not confuse the flow of the text.

Individual needs Different people will have different needs – visually impaired people will have different levels and types of vision. Dyslexic people may also have different needs. If you are producing documents for individuals, it is usually best to ask what their preferred format is. After all, with modern word processing packages, it is easy to manipulate text and give everyone exactly what they want.

