

GRANGE FIRST SCHOOL ACCESSIBILITY PLAN 2018-21



The Accessibility Plan should be read in consultation with the SEND Policy, the SEN Information Report and the Annual SEN Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (*Children and Families Act 2014, Part 3*)

Introduction

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3 year timescale to prevent disabled pupils from being treated less favourably than other pupils:

Grange First School aims 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.

The Governors and Staff of Grange First School recognise our duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably for a reason related to their disability;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan which will plan to increase access to education for disabled pupils?
- To make 'reasonable adjustments' (Equality Act) to support all of our families

Definition of Disability under the Equality Act 2010 states that a person has a disability if: They have 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.

Grange First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Annual review of the school's Strategic Vision statement and School Development Plan.
- Annual review of school's Inclusion, SEND and Inclusion policies.

Contextual information

Grange First School is a two-form entry First school. Provision is on one level. The school has a number of yards and fields accessed through wide double doors. Access to the school is along a wide pedestrian path way. Main entrances have ramps access. There are identified disabled parking spaces situated outside of the Nursery and at the entrance to the school pedestrian area for those who may have problems accessing the site. They are clearly marked and kept free for need. The school has a fully equipped accessible toilet with alarm cord and a large child's toilet, big enough to accommodate a wheelchair. An initial access audit was carried out resulting in a series of actions this plan continues to determine the actions in the accessibility plan

Previous adaptations made to the school:

- Rebuild of KS2 area on one level without stepped access
- Doors widened for easier access
- Push button access to main school
- Additional pedestrian access to site
- Rooms set aside for SEN support and resources
- Fully equipped adult disabled toilet
- Ramp access to the school entrance
- Staff trained to support children with medical needs
- Provision of a new disabled parking bay

Information about the school's population with a disability

The school's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Led by an experienced SENCO, the School already makes additional provision for pupils with special educational needs to access the curriculum through the SEND Framework and this will also cover many disabled pupils. SENTA and TA support and resources are targeted to support those pupils within school.

Individual parent meetings are held for all children beginning in Nursery and if any children have additional needs the LA and health advisers are contacted for support and guidance.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Medical forms are completed by First aid staff. Where children have significant health problems, all appropriate adults are informed. Photos of children at risk are displayed in the staffroom. Those with food allergies are displayed in the kitchen. Parents and staff work together to produce care plans.

School staff also work in consultation with medical staff to support children in school with additional medical conditions. Staff are highly aware by effective communication of the issues faced by our disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

We have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions. Care plans are in place for these pupils and staff have received the appropriate training to administer an Epipen in an emergency. Members of support staff in the Early Years Unit have current Paediatric First Aid qualifications.

Parents and staff work together to produce care plans.

Areas to be considered in the action plan are:

Improving access to the physical environment of the school.

This includes improvements to the physical environment of the school and physical aids to access education.

- Grange First School will take into account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.
- The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.
- Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.
- School is well equipped and resourced to meet the needs of the general school population and resource provision is a feature of the School Development Plan. This provision is subject to annual planning and review. When building maintenance and repair work is carried out consideration is given to recommendations in the Access Audit.
- Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.

Increasing access to the school curriculum

This includes teaching and learning and the wider curriculum of the school including extra-curricular activities, educational visits.

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes.

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the

school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework and this will also cover many disabled pupils. SENTA and TA support and resources are targeted to support those pupils within school.

The school has set the following overall priorities for increasing curriculum access:

- **Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners.**
- **Support teachers to create clearly differentiated teaching sequences to meet every need**
- **Staff training on specific learning needs e.g. dyspraxia, autism, ADHD**
- **The allocation of resources e.g. laptops, coloured acetates, consumable materials and equipment from the delegated budget allocated to resources.**

Ensure that all curriculum development work reflects fully the requirements of the the Equality Act 2010

Improving the delivery of written information to pupils with disabilities and their families

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. This may include: hand-outs, timetables, worksheets, notices, information about school event, all curriculum material, displays, and material on ICT systems. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable time frame.

In planning to make written information available to disabled pupils and/or parents school will establish the exact need and then meet it. School will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs. Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

Information is now shared by e-mail, text and Twitter. From 2019-20 the school introduced a ParentMail communications system. The use is carefully monitored and hard copies and adapted copies are provided for those parents that need them.

Dan Tolan our Family Support Officer supports our SENCO in ensuring parents can access, understand and respond to information about their child. Dan makes direct contact with families to ensure communications are delivered and understood.

Provision in an Emergency

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children, including a procedure.

Grange First School Accessibility Plan 2018-21

Targets	Strategies	Outcome	Timescale
Improving Access to the Curriculum To increase the extent to which all pupils including disabled pupils can participate in the school curriculum	Ensure staff CPD has regular SEN focus and Appraisal/professional development includes SEN. Ensure specific staff have training to support the needs of our children with additional needs	<ul style="list-style-type: none"> The school knows which staff, alongside the SENCO, to talk to for support when seeking to address needs Staff aware of issues Children who are entitled to support receive it- progress regularly monitored Provision maps reflect needs of children, adapted where necessary 	On-going
	Build up staff and pupil awareness through PSHE sessions, assemblies , visitors and school events	Additional resources in each class and SEN base, and specialised resources in key rooms e.g. writing slopes	On-going
	<ul style="list-style-type: none"> Ensure all visits and extra-curricular activities allow full involvement of every child Talk with providers of extra-curricula activities to ensure access for every pupil 	All children able to access every aspect of the curriculum – EVC (Tracy Gregory) to review each visit request to ensure access for all.	From Autumn 2018
	Set up pre-admission meetings with families with SEN children	Staff will be aware of needs, additional support will be accessed and provision prepared to meet individual needs.	On-going
Develop access to the physical environment of the school.	The school will make every reasonable adjustment to ensure any parent with a disability is supported to attend school events	Special arrangements are made at all school events to ensure access for all parents.	On-going as new building and classes enter school
	Create new bay for easy access next to school entrance	Allow easy access to the school site for all	Summer 2018 Achieved
	Improve signage around school grounds and building	New signs to direct parents to key areas of the school. Further signs for each classroom by summer 2019	Achieved Summer 2019
	Develop Nursery Grounds Ensure pillars in Nursery are guarded with bright safety foam	Ensure Nursery environment safe for all children including partially sighted or those with mobility issues. Develop grounds – including slope	New astro-turf on slope summer 2020 Foam to be renewed Autumn 2020
	Level playgrounds and pavements for easy access	Ensure all of our site is accessible for every parent, child and visitor	On-going
	Widen main parents entrance to allow for chairs/buggies		September 2018 - Achieved
	Review whole school parent’s access in morning and end of day	To be reviewed as part of possible change to school admissions	September 2019 - Achieved
	Build new KS2 block with level access or ramped access	Ensure safer access to part of school site.	September 2018 - Achieved
	All staff are alerted to ‘Identifying Barriers to Access: A Checklist’ DFES/ 0462/2002	All staff able to review structure of own teaching space and support whole school changes	To renew Summer 2020
Provide clear written information using a large font and visuals where possible.	To be reviewed in discussion with parents and governors to ensure all information is easily accessible	On-going	

Communication To ensure all communication is as clear as it can be for all groups of children/families.	Use school website and e mails for communication.		
	Create school Email communication and Twitter account	Ensure additional and direct way to contact all parents	Achieved
	Ensure all SEN information is written in clear accessible language	New intervention forms and SEN Pupil Progress forms will make all interventions, targets and progress clear for parents.	on-going
	Ensure website directs parents to Local Offer, Parent Partnership and support groups	Create direct link to SEN offer and services from website	Achieved
	Adaptation of registration form (pupils) and application form (future employees) to include a request for information about any possible disabilities.	Adapted existing pupil information request to request information about any disability a pupil may have. City Council application forms (future employees)	Enhanced information for school to act on to address needs

Monitoring will be undertaken by the Finance and Premises Committee of the Governing Body, with advice from key professionals.

This plan will be reviewed regularly and will be updated every three years. This plan complements our Equalities Policy, SEN Policy, Equal Opportunities, Administration of Medicines, Safeguarding and Child Protection policies.

Reviewed March 2020