



# The Grove Primary School

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Headteacher: Miss Ellie Shaw

Deputy Headteacher: Miss Hannah Owen

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## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the SEND Code of Practice, January 2015, as well as the Equality Act 2010 with advice for schools DfE February 2013. It is also in line with the Statutory Guidance on Supporting Children at School with Medical Conditions April 2014. It draws on the guidance set out in "Accessible Schools: Planning to Increase Access to Schools for Disabled Children", issued by DfES in July 2002.

The Grove Primary School is a new build which ensures that we are able to meet the needs of disabled children:

- The school is all on one level
- All public areas, including the hall, dining room and main entrance have clear and flat access with no steps
- The school has disabled toilet facilities

## **Definition of Disability**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a "substantial" and "long-term negative effect on your ability to do normal daily activities.

## **Overall Aim**

- Our aim at The Grove Primary School is to create an atmosphere where children can develop to their full potential in an environment which is both safe and supportive and where they are valued equally, irrespective of their ability, disability, race, gender or background and to give everyone access to the whole curriculum. All of our children are individuals with their own unique talents and abilities which we aim to develop whilst supporting the children to grow in confidence and self-respect yet still retain sensitivity to others.
- The Grove is an inclusive school which aims for children to be able to say, "I respect myself, I am proud of who I am and I am happy with what I have achieved today."
- We aim to nurture the children's natural enthusiasm, curiosity and interests through a broad and balanced curriculum that meets their personal and educational needs. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through rigorous assessment and careful planning within each area of the curriculum.

## **Objectives**

To increase the extent to which children with disabilities can participate in the curriculum

To further enhance the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services provided

To improve the availability of accessible information for disabled children

## **Principles**

We, at The Grove Primary School:

- will comply with the Equality Act and ensure it is consistent with the school's aims and operation of the school's Inclusion policy
- will promote early identification of and intervention with children with disabilities drawing upon individuals and services with specialist expertise

- will ensure, as far as practicable, that people with disabilities have equality of access to all facilities
- will develop accessibility in the light of views and feedback from stakeholders
- will challenge attitudinal barriers to people with disabilities
- will have regard to the Accessible School Guidance of 2002
- will recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- will provide all children with a broad and balanced curriculum, appropriately differentiated and adjusted to meet the needs of individual learners

### **Action**

The Grove Primary School has identified the following key points for continuous action, in order to achieve our overall aim and objectives:

#### **Curriculum**

On-going staff training on the importance of an accessible curriculum. The school will continue to seek and follow the advice of external services, such as specialist teachers, SEND advisers as well as health professionals.

#### **Physical Environment**

The school will take account of the needs of children and other users with physical difficulties and sensory impairments when planning and undertaking future improvements of the school site.

#### **Accessible Information**

The school is aware of and will continue to access local services, including those provided through the Local Authority, for providing information in an alternative format where required or requested.

This plan is also available in the following formats, on request to the Head Teacher: email, enlarged print version; other formats by arrangement.

#### **Linked Policies**

Inclusion/SEN Policy

Equalities Scheme

School Improvement Plan/Single Plan

Curriculum Policies