

GRANGE INFANT SCHOOL

ACCESSIBILITY PLAN

Aims

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 participate in the curriculum, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in school clubs, off-site visits and cultural activities in school. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, text on screens and information about the school and school events. The information should be made available in various preferred formats as the need arises.

At Grange Infant School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

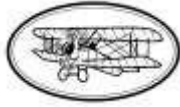
We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. In this way, we look to the key relationships that our school has secured and maintained with the wider range of people to whom disability equality is owed. It is this sharing of experience and knowledge that can only serve to strengthen our commitment to the equality of our provision and the identification of ways to overcome barriers.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including parents/carers, staff, children and governors of the school.

If you have any concerns relating to accessibility in school, please raise your concerns with the Headteacher, Sam Myers.



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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), (updated September 2024) '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 those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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.

Monitoring arrangements

This document will be reviewed annually and new plans will be drawn up every **3** years. It will be approved by the governing board of the school.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality, Information and Objectives policy
- SEND information report
- Supporting Pupils with Medical Conditions policy

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

School Accessibility Action Plan 2024- 2027
Improving the Curriculum Access at Grange Infant School

Item	Current good practice	Objectives	Success Criteria	Timescale	Update
Increase access to the curriculum for pupils and all stakeholders with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated and/ or adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • All out-of-school activities are planned to ensure the participation of the whole range of pupils • Addition of sensory room to the main building • Addition of 'soft space' within main building • Addition of 'Lennox-style' resourced base within school 	<p>Training for teaching and support staff on specific areas of SEND which may impact on a child's ability to access the curriculum</p> <p>Regular review of provision and resourcing by SENDCo and external professionals such as OT, SALT, PBS</p> <p>Ensure disability minibus / coach for use as an alternative to existing providers for out-of-school activities</p> <p>Visual timetables in place. Timetables and schedules to be sent home for individuals</p> <p>Smart boards not always on white backgrounds. Consider use of different coloured fonts- red can be difficult read on a white background</p> <p>Large font for texts if needed.</p> <p>Coloured filters for reading if required</p> <p>Sensory room/ soft space</p>	<p>Rolling programme of training to address current and potential needs of children within the school. Staff will have appropriate knowledge and skills to support children with SEND accessing the curriculum. SENDCO will ensure that support strategies form part of the planned induction for new support staff members</p> <p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>Monitoring of learning environments through learning walks ensuring resourcing appropriately in place and impacting on children's ability to access the curriculum, impacting positively upon outcomes and progress.</p> <p>Resource to provide support for those children with sensory needs. Quiet space for exploration and to enhance curriculum. This will also support children with increasing SEMH needs</p> <p>All children can access extra-curricular activities regardless of need/ disability.</p>	<p>SEND INSET: understanding autism 4.11.24</p> <p>PBS whole school support plan: from 6.11.24</p> <p>Diabetes update training for key staff</p> <p>Allergy management support and administration of epi-pen</p>	<p>Child specific training: Epilepsy Diabetes management Allergy management/ anaphylaxis</p> <p>Standing item on half termly monitoring overview</p> <p>Sensory room to be reinstated as resources were deployed elsewhere 23/24- external company to quote for design and resourcing. Soft base is now available to key individuals to support regulation</p>

		<p>Lunch club for children who need longer to eat or need close monitoring for choke risk, allergies</p> <p>Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND</p> <p>Ensure any child with a sensory/ physical disability can take part equally in whole school events, lunchtime and after school activities</p>			
Redevelopment of Quad resourced space	<ul style="list-style-type: none"> • Our school offers a differentiated and/ or adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • We recognise that all children learn in different ways such as through the outdoors or through a kinaesthetic approach 	This will be an area to enhance the curriculum through child-initiated play in maths and English as well as through providing opportunity for physical development	Resource to provide support for those children who need child-initiated play in the KS1 to further support their understanding of maths and English across the curriculum	2024-2027	Limited use due to staffing ratios- area was cleared and tidied Oct 23 and the playhouse resourced for a child with ASD and complex needs. By Sept 24 this area will form part of the targeted intervention room.

School Accessibility Action Plan 2024- 2027
Improving the Physical Access at Grange Infant School

Item	Current good practice	Objectives	Success Criteria	Timescale	Update
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and all stakeholders as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Disabled toilet and changing facilities • Library and reading book shelves at wheelchair-accessible height • Events and activities can be accessed by all stakeholders 	<p>Improve access for wheelchair users through the purchasing of portable ramps that will support access into and out classroom access where there is a raised step</p> <p>Improve access for wheelchair users across site and shared access areas between Infant and Junior school sites.</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children’s understanding and visual recognition.</p> <p>Regular reminders to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure there are enough fire exits around school that are suitable for</p>	<p>Improved access for wheelchair users will support access into and out classroom access where there is a raised step</p> <p>Improved access for wheelchair users across site and shared access areas between Infant and Junior school sites. Access to and from school site is regularly monitored and any issues raised are dealt with/ resolved swiftly e.g. plant overgrowth, uneven pathways, narrow entrances/ doors</p> <p>In the event of an emergency, all pupils and stakeholders can exit the building safely and swiftly</p> <p>Parents and carers are confident they can enter the school site and building for all meetings and events. They can raise concerns or make requests knowing these will be resolved and/ or acknowledged</p>	<p>2024- 2027</p>	

		people with a disability → Daily health and safety checks (dynamic risk assessments) of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear → particularly corridors with exits such as Year 1 and Year R shared area			
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School Accessibility Action Plan 2024-2027 Improving the Delivery of Written Information at Grange Infant School

Item	Current good practice	Objectives	Success Criteria	Timescale	Update
Availability of written material in alternative formats	Our school uses a current range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Pictorial or symbolic representations • Large print resources • Hearing loop • Video messages and instructions via Class Dojo 	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes. For parents for whom English is not their first language, a translation of any letters will be provided. (Seek support from EMTAS)	2024-2027	Upon request Support from EMTAS as needed
Disability Equality Scheme to be shared with parents/carers and wider community		Disability Equality scheme to be published on the Website	Ensure Disability Equality Scheme can be viewed by parents and the wider community	2024-2027	Website Available in printed format as requested
Availability of written information for separated parents/carers		School to ensure that written school information is communicated to both parents in a separated family upon request	Ensure all parents from separated families are aware that information can be obtained by both parents upon request. Similarly, events and meetings will be offered to both.	2024-2027	Diplomacy consistently applied by staff- parents can attend meeting and events separately.

School Accessibility Action Plan 2024-2027

Improving the opportunities offered to all pupils to share their views and influence their learning journeys whilst at Grange Infants

Item	Current good practice	Objectives	Success Criteria	Timescale	Update
Pupils can shape and influence their learning journeys and school experience through pupil voice	The views and opinions of all pupils are sought and respected: <ul style="list-style-type: none"> • School council • Councillors voted in through a democratic approach • Pupil voice captured in books, displays, website, Class Dojo • Curriculum opportunity through Jigsaw programme, PSHE • Pupil conferencing by subject leads and FGB 	School council is active: new councillors are voted in at the beginning of each term and meet weekly and Sam/ HT The School Council influences school improvement and has a role to play in while school initiatives and the consistent approach to whole school behaviour and relationship approach The school accesses the Empowerment Approach training – this approach is introduced over the academic year through staff meetings and CPD opportunities All pupils feel they have a ‘voice’ and that they will be listened to and respected. All worries can be shared safely and confidentially and children feel safe and secure.	Pupil voice is evident throughout the school. Children are confident to share views and opinions and feel empowered to tell their peers and adults what they like, don’t like, what worries them and what changes they would like made. All children can talk about the learning journey they are on and understand why they are learning that curriculum at that time and the impact it will have. (Why this, Why now?)	2024- 2027	

Agreed: This policy was agreed and ratified at the Governing Board meeting held 20th November 2024

Review: This policy will be reviewed annually.

Signed
Headteacher



Signed
Chair of Governors



Date for next review: November 2027