

Accessibility plan

Grove Road Primary School



Approved by: Governing Body

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1. 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
- 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The purpose of this plan is to show how Grove Road Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Grove Road Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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

2. 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 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated and inclusive curriculum for all pupils.</i>	Training for specific staff including medical training.	Audit CPD needed. T&L to monitor the use of ICT to enhance learning.	SENDCo	On-going each year for any new staff.	Clear list of CPD requirements for staff each year.
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Use of ICT equipment. Sensory Room, ASD Centre and Medical room.	All teachers to be given time to observe outstanding practice. Ensure clear timetable shows when rooms are needed.	AHT	At the start of each term.	Equipment being used effectively as seen in termly observations.
	<i>Inclusion of the Centre pupils in mainstream with access to a resource base.</i>	Integrate Centre pupils into the mainstream classes smoothly.	Clear visual timetables for all centre pupils. Include daily registration as part	SENDCo	Revise at the start of each term or sooner where necessary.	Centre children feel included as part of their class and are able to learn

			of mainstream class.			interdependently with their peers.
	<i>Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.</i>	To ensure all pupils with specific needs and requirements have daily access to resources intended to support or enhance their learning.	Clear audit of resources for each child is presented to class teacher and supporting adults.	SENDCo	Sept' 2018	All children transition smoothly to next class.
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	To improve the use of Provision Mapping Tool in order that interventions and support is evaluated effectively.	SENDCo part of all PPM. SENDCo to monitor and evaluate all interventions.	HT / Governors	February 2018 Termly.	Progress is monitored for all SEND children and interventions are planned accordingly.
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	To implement a new and exciting curriculum which all children can enjoy and learn.	AHT to set out curriculum principles. Class teachers to map out long term plan	AHT Class Teachers	January 2018 – Key principles Curriculum launch – Spring 2018	Grove Road will have its own Curriculum which is engaging, broad & balanced and is accessible to all pupils.

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To maintain all areas in order that they are safe and accessible to all.</p>	<p>Re-paint any yellow lines on steps as needed.</p> <p>Cone parking bays when needed.</p> <p>Keep disabled toilets clean and clear.</p>	<p>Caretaker</p>	<p>Checked daily for obstacles.</p> <p>Re-painting as needed.</p>	<p>The school is accessible to all visitors, staff and pupils and meets standards.</p> <p>Clear maintenance plan is place with a rolling program of upkeep and repair.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>To improve signage around the school including visual clues to aid visually impaired and EAL.</p>	<p>Audit of signage and resources to include all safety signs.</p> <p>EAL INSET and review of resourcing.</p>	<p>SLT</p> <p>SENDCo</p>	<p>May 2018</p>	<p>Signs to be used around the school to identify rooms, areas and access.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance, Health & Safety and Personnel committee of the governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All news builds include extra width.	Classrooms are tight and small – areas to be made clear when needed.	Everyone.	
Parking bays	1 in staff carpark and 1 outside front of school.	Ensure that the staff car parking bay is clear when requested. Monitor public use of the other parking bay at front of school. Use a cone to mark in need of use.	Caretaker	
Entrances	Main entrance on Cromwell Road has ramp access. Rear entrance on Grove Road has ramp into hall.	Ensure hand rail is repainted when necessary and area is free from rubbish and debris. Re-paint as needed for the visually impaired.	Caretaker	
Ramps	Hall door Front Door Centre Door	Ensure all ramps are clear passage ways at all times. Maintain the painted lines on steps.	Caretaker	
Toilets	1 at front of school and 1 in Nursery	Ensure facilities are clean and in good working order.	Caretaker	
Reception area	Ramp to front door and corridor width extended.	Keep areas clear.	Admin Team	
Emergency escape routes	Clearly marked and emergency plans displayed.	Ensure emergency plans are displayed in all key areas and fire exit signs are visible.	Caretaker	