****Grange Primary School Accessibility Plan 2024-2027

Purpose of the Plan:

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

Legalities and Definition of Disability

The Equality Act (2010) states that a person has a disability if:

a) He or she has a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the SEND Code of Practice (2015) ‘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.

Under the Equality Act (2010), all schools must have an Accessibility Plan. The Equality Act (2010) replaced all existing equality legislation including the Disability Discrimination Act (1995). The Equality Act (2010) legislates that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’. Furthermore, schools are required to make ‘reasonable adjustments’ for pupils with disabilities to alleviate any substantial disadvantage that a child faces in comparison with a child without disabilities.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required:

a. Increasing the extent to which disabled children can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

b. Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services.

c. Improving the delivery to disabled children of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

• Individual Curriculum policies

• Equality Policy

• Health and Safety Policy

• Special Educational Needs Information Report

• Behaviour Policy

The school’s complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act (2010) and will be scheduled into various staff meetings, Inset Days and FGB meetings where appropriate.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

• A copy is posted on the school’s website

• Paper copies are available from the main office upon request

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Grange Primary School will address the priorities identified in the plan.

The plan is valid for three years 2024-2027. It is reviewed annually.

Current Range of Needs at Grange Primary School

Grange caters for a wide range of SEND needs and is continuously evaluating the accessibility of the school environment, the curriculum and how we present written information. For more information on the range of needs supported at Grange, please see the SEND Information Report on the school website.

Aims and Objectives of the Accessibility Plan

The following table sets out information on how Grange Primary School aim 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Improving access to the curriculum for pupils with a disability | | | | |
| Aim/Objective | Strategies/Actions | Outcome | Responsibility | End Date |
| Increase access to the curriculum for pupils with a disability | Grange Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure all pupils can access the curriculum fully. | Increased access to all areas of the curriculum.  Increased safety for pupils and staff.  Dyslexia friendly classroom principle employed across all classrooms. | Curriculum Leaders  Link Governors  SENCO  DHT/HT | Ongoing |
| Rainbow Room - A differentiated bespoke curriculum is in place for children who are unable and not yet as the same stage developmentally as their same age peers. | All children at Grange are able to access a curriculum that is appropriate to their individual needs and will make progress in line with their individual learning journeys. | SENCO  SEN TA’s | September 2023 - Ongoing |
| Purple Folders - All classes will record SEND information for each child in their class purple folders. This will include:  An Initial Concern  A One Page Profile  An Individual Provision Map  The Graduated Response and;  Medical/care/behaviour plans as appropriate. | Information will be readily available for all staff members to enable children to be supported by any member of staff.  There will be consistencies across year groups and barriers will be removed for supply staff who may not initially know the children’s needs. Information is readily available and up to date. | Class Teachers  SENCO | October 2024 |
| Children will be exposed to dual language materials to reduce cognitive load and increase the rate in which communication and interaction development occurs. | Widgits will be common practice in school and used alongside written material and curriculum lessons to lock in key vocabulary. Children will become familiar with signs in their environment and be able to talk about the meanings of specific symbols. | Class Teachers  SENCO | October 2025 |
| Send Specific Equipment is available for a range of needs and stored in a central accessible place. | All children have the equipment they need in order to achieve and feel comfortable at school.  Staff are aware of the ordering process should new equipment need to be ordered. | Class Teachers  SENCO | September 2022 - Ongoing |
| Children will have access to a sensory room – The Zone to ensure their sensory needs are being met.  Children are given the opportunity to explore their sensory needs and know that this area can be used as a safe space and can be used during dysregulation. | A calming sensory space has been developed and is accessible for all children.  Children are regulated and ready to learn. | SENCO | September 2024 |
| Healthy Food Project PSHE will be introduced to both Ks2 and KS1 and will be accessible for all children. | Children will be able to make heathy choices about their diet and understand the impact diet has on their bodies.  Children will know how to keep themselves healthy. | PSHE Lead  Class Teachers | September 2025 |
| Scaffolding Training |  |  |  |
| Prior consideration given to new intake to assess incoming range of needs for new cohorts. | Children will start school with comprehensive plans in place and the environment will be audited against any needs which may emerge from early identification. | EYFS Phase Leader  SENCO | September 2022 - Ongoing |
| Staff are regularly signposted to a range of SEND training and a SEND snippet email is sent weekly to provide ongoing CPD for staff. | Staff will receive a wealth of CPD over the year that will better equip them for supporting children with a range of needs. | SENCO | April 2025 |
| ICT and other forms of technology are part of enhancing all curriculum areas. | Children are able to use a range of programmes to support their learning and individual needs. ICT actively improves the learning experience and children make good and accelerated progress through the use of ICT. | ICT Curriculum Lead  SENCO | September 2025 |
| Grange enhances the experiences of all children through extra-curricular activities such as day trips, residentials and afterschool clubs. | All children will be able to attend the trips and experiences on offer at grange. Minibuses and visits will be risk assessed for accessibility in advance. | EVC  Class Teachers  SENCO | Sept 2023 - Ongoing |
| Grange is part of a continuing project with Derbyshire County Council to continually adapt and reflect on good autism practice that is embedded within the ethos of our school. | Autism Advocate – Amy Riley  All groups of staff members train on year one and two of the project.  Effective provision and adaptations for our autistic children. | Autism Advocate  All staff | Sept 2023 - Ongoing |
| The Inclusion Support Advisory Teacher – Lucy Jones works in collaboration with Grange Primary school to develop our whole school inclusion offer and targeted intervention work where necessary. | Inclusion Framework Audit is completed and actioned as necessary.  Staff feel empowered to meet the emerging needs of children at Grange Primary School. | Class Teachers  TA’s  SENCO  DHT/HT | September 2024 - ongoing |
| Assessment Tracking System in place to evaluate progress at well as attainment – particularly for those children who are working outside of their key stage/ normal age range. | A through data package has been implanted that meets the needs of all children. | SENCO  DHT/HT | September 2025 |
| Grange is fortunate to have some additional intervention spaces that meet a variety of needs. The sensory room will continue to be developed with the Positive Play Programme and the ICT lead will look at developing the use of the Imagination Station for all children. | A calming and sensory space will be developed to meet a range of sensory needs.  All children will be able to access part of the curriculum in the imagination station to enhance their learning experiences. | ICT Curriculum Leader  SENCO | April 2026 |
| Grange Primary school works in conjunction with a number of outside agencies to ensure the best possible provisions for every child with special educational needs and/or disabilities. | Personalised plans for children with specific needs, that are reviewed and adapted as necessary.  Environment audits completed and acted upon e.g. hearing/sight impaired. | SENCO  Class Teachers  DCC LA | Ongoing |
| Positive handling policy refresher for adults who have not yet completed it within school during Inset 2024. | Staff members will feel confident on the school policy and procedures in relation to positive handling. | HT  SENCO | Positive handling - February Inset Day 2025 (SENCO). |
| Grange Primary School will undertake an audit of CPD needs and specific training, including medical in conjunction with the Inclusion Framework. | Headteacher and DCC LA ISAT to complete a training needs audit to identify any new or existing training needs amongst all staff. | HT  DCC LA ISAT | July 2025 |
| Increase the availability of physical activity within the curriculum for all learners. | Grange has enhanced outdoor spaces that are accessible for all groups of learners. They are safe, secure and inviting. | Children who are more active, healthy and ready to learn.  Increased fitness results in the annual fitness screener.  Greater uptake in afterschool clubs by including all groups of learners. | Site Manager  School Business Manager  DHT/HT | Ongoing till 2026 |
| Implement the balance bike programme in in EYFS. | Balance Bike programme will be featured as part of EYFS provision for identified children.  Weekly PE session. | EYFS Lead  PE Curriculum Lead  SENCO | July 2025 |
| To enhance maths and English lessons using Active Maths and Literacy sessions. | All children will be able to access both Maths and Literacy lessons and will be delivered using a variety of engaging methods including cross curricular links one a week with physical education. | PE Curriculum Lead  English and Maths Curriculum Lead  DHT/HT | July 2025 |
| Training for Mini Leaders and appropriate resources for this to run successfully. | Trained Mini-Leaders who are confident to lead small groups in physical activity. | PE Curriculum Lead  Sports Coach | Yearly by October half term. |
| SENCO and Sports Coach to lead on a series of SEND sports festivals. | Children from all groups of learners will represent Grange Primary School in a number of sporting events and festivals. | PE Curriculum Lead  Sports Coach  SENCO | January and February – yearly. |
|  | Sensory Circits will be available on Monday and Friday mornings for all children who need this intervention. | Children will arrive back in classes regulated and ready for learning. | PE Curriculum Lead  Sports Coach  SENCO | October 2024 |
| Introduce a whole school programme of support for emotional health and well-being for all pupils. | Introduce The Zones of Regulation within all year groups including Nursery. | Children will become more emotionally aware and able to manage and relate to their own needs in a positive manner.  Children who are confident about learning and have a “growth mindset” persisting when faced with challenges. | Class Teachers  PSHE curriculum lead  Mental Health Lead  SENDCo  DHT  HT | September 2025 |
| Each class at Grange will have a Regulation Station | Children will begin to self-manage their emotions and will use a range of taught strategies independently. | Class Teachers  PSHE curriculum | September 2025 |
| Development of a child-led well-being team. Grange Ambassadors | Children can set goals, manage stress and organise their schoolwork. Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential | PSHE curriculum lead  Mental Health Lead  DHT  HT | October 2025 |
| Commitment to CPD to promote health and wellbeing. | Well-being is high on the school’s agenda with regards to both children and staff.  Children will know who their trusted adults are and will feel confident to talk about their own mental health.  Likewise, staff will be offered protected times to be able to talk to senior leadership about any concerns they have that are affecting their mental health.  Mental Health Lead in place and CPD delivered to all staff.  Mental Health First Aider’s in each phase. | Mental Health Lead  SENDCo  DHT  HT | October 2025 |
| Launch a new behaviour curriculum ‘Grange Behaviour Bees’ that is accessible and appropriate for all groups of learners. | Introduce Grange Behaviour Bees and associated language in a staff meeting.  Launch the new curriculum in assembly with children (class teachers present). | Behaviour curriculum and language will be embedded and form part of everyday language of both children and staff.  Grange Charter including clear steps for reflective conversations that are appropriate for a range of needs and developments stages should unwanted behaviour occur. Reflective conversations will be appropriate for all groups of learners. | All Staff members. | April 2025 |
| All class Teachers to have a dedicated display in all classrooms for Grange Behaviour Bees. | Children will be aware of the Grange Behaviour Bees and associated expectations and will be able to refer to this in their learning environments. | Class Teachers | April 2025 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Improving the delivery of written information to pupils | | | | |
| Aim/Objective | Strategies/Actions | Outcome | Responsibility | End Date |
| At Grange Primary School, we are continuously developing the delivery of written information to ensure accessibility for all of our learners. | WEDUC | All parents/carers are signed up to Weduc and able to receive information sent from school. | School office manager. | September 2024 |
| Tapestry | All parents/carers are signed up to Tapestry and able to receive information sent from school. | EYFS Lead | September 2024 |
| Pre-Verbal Communication Sheets | All parents receive an effective handover at the end of the day and key information is shared. | SENCO | September 2024 |
| Widgit | Signage in and around school is complemented by widget signs.  Children are able to ‘read’ Widgits to navigate around school.  Children can use communication boards to communicate about different areas within school. | SENCO | September 2025 |
| Written information to be translated for our EAL learners and parents. | All parents and children are able to receive information form school regardless of English not being their first language. | SENCO | September 2024 |
| Website – translation enabled | All parents and children are able to access the school website information regardless of English not being their first language. |  |  |
| Staff Training – Metacognition cognitive load. | Staff are aware of metacognitive strategies and cognitive load and explore given written information in different ways within their teaching. | Class Teachers | INSET September 2024 |
| Overlays – Dyslexia  Toolkit | Children will Dyslexia have access to a Dyslexia toolkit in their classrooms. | Class Teachers | INSET September 2024 |
| Lessons are delivered to appeal to a variety of learning styles to ensure all learners can participate | Children are taught in a way that method that meets their preferred learning style.  Children make good and accelerated progress. | Class Teachers | INSET September 2024 |
| Website – Readability | The school website is kept up to date of all relevant information and policies which can be downloaded and resized where necessary. | DHT/HT | September 2024 |

As the school was built in 1940 it was not designed with accessibility in mind as it pre-dates the Equality Act (2010). However, as we are on a continuing journey of improving our facilities to meet the needs of all we are continuously evaluating and improving accessibility within the school environment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Improving access to the physical environment | | | | |
| Area/ Feature | Current description | Actions for increased accessibility | Responsibility | End Date |
| We are on a continuous development programme to improve our physical environment to increase accessibility. | Disabled toilet | The disabled toilet will be fitted with a shower and a changing facility for intimate care. | Site Manager  SENCO | 2027 |
| Internal doors – These are not currently wide enough for wheelchair access. | Y4 large classroom would act as the nominated classroom for wheelchair access. | Site Manager  School Business Manager | When required |
| Steps – Grange has a number of steps around school including 2 flights of stairs either side of UKS2. | Visible markings to be painted in the edge of the steps around school to offer clear indications of changes in level. | Site Manager  School Business Manager | December 2025 |
| Upper Floor – There is no lift access to the upper floor of KS2. | Relocation of classroom.  Should wheelchair access be required, Grange have developed a KS2 classroom downstairs next to the disabled toilets that would serve as an accessible classroom. | Site Manager  School Business Manager | When required |
| Wild Area | Single gate will be adapted to a double gate. All children have access to this space and are able to join in with learning about the outdoors. | Site Manager  School Business Manager | September 2024 - Ongoing |
| Outdoor classroom is accessible to all children at Grange, | A thorough check of this area is conducted by the Site Manager and school Business Manager to map out any steps for improvement and is carefully monitored by the Site Manager for deterioration.  Wooden structures are all secure and the flooring has been jet washed to reduce the slipping hazards. | Site Manager  School Business Manager | September 2024 - Ongoing |
| Carpark will be resurfaced, and a disabled parking space will be installed. | A sum of money is being allocated to improve accessibility and safety of the school staff carpark.  Potholes, drainage and access is monitored daily by the site manager.  Disabled space allocated. | Site Manager  School Business Manager | September 2024 - Ongoing |
| Lighting around school and outdoor corridors. | Visible lighting in all areas (Timer activated). Can be used during non-school hours for special events.  Site Manager will conduct regular site walks to check lighting and visibility – specifically during changes in seasons due to low sunlight. | Site Manager  School Business Manager | September 2024 |
| Fire Exits / Escape Routes | All clearly marked. | Site Manager  School Business Manager | September 2024 |
| Fire alarms and intruder alarms are installed with flashing lights to alert children who are profoundly deaf and/or those who have a hearing impairment. | Children who have a hearing impairment will be alerted to a potential emergency by a flashing light system.  *\*Due to budget – this will be installed in the classrooms where HI children are present on an annual basis.* | Site Manager  School Business Manager | September 2025 - Ongoing |
| Signage is clear around school and is represented by both writing and symbols. | Recently improved  Widgit Signs to be added to classrooms and school building signs around the site. | Site Manager  School Business Manager  SENCO | September 2024 |
| Blinds are installed in all teaching areas where there is a chance of glare from the sun. | All classrooms are able to reduce the glare on the interactive whiteboards by drawing the blinds. | Site Manager  School Business Manager | September 2024 |
| Library – Currently only accessed via a single door. | Library Trolley to be made accessible for any children who are not able to visit the school library.  Children who struggle with sensory processing can access the library in smaller groups | Librarian  English Lead  SENCO | September 2024 |
| Intervention Rooms around all areas of school. | There are several accessible intervention rooms that can be accessed by all groups of learners.  Adults/children have the choice of small or large spaces that can be used for a range of needs. | Site Manager  School Business Manager  SENCO | September 2024 |
| Corridors – Some dark areas that need more lighting. | Cloak rooms are tidy and free of hazards.  Risk Assessors are in place (child responsibilities) whose role it is to check for hazards in the cloak room areas. | Class Teachers | December  2024 |