

Accessibility Agreement

Key Document Details

School Name: Grange Infants School

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LGB/WHF

Approved by:

n/a Author: Interim review date E Rushen-Gough

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September 2022

Accessibility

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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. At Grange Infants School we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 and works as part of The White Horse Federation multi academy trust.

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 staff and governors.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 (https://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) guidance for schools on the Equality Act 2010 (https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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 (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), '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. This policy complies with our funding agreement and articles of association.

Action plan

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

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Include coverage and	and
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effectively and learning plans, on a termly are appropriate as appropriate. basis with	nts/carers
	nvolved in
additional All new staff to during SEN proce	ess and
	formed of
	r child's
Induction.	ogress.

	1	Use of				
		WIDGET to				
		support				
		teachers to tailor resources				
		for individuals.				
	The curriculum	Adapt	Review impact	Class teachers,	Update termly	All children
	is reviewed to ensure it meets	curriculum if needed for	of interventions termly through	TA's and SENCO		make progress for their starting
	the needs of all	children with	regular	SLINCO		points.
	pupils.	SEN e.g. some	assessment			
	Llee Dunil	children have	and track the			Increased pupil
	Use Pupil Asset to record	interventions or scaffolded	progress of pupils			participation.
	and analyse	work.	papilo			Improved
	extra SEN		Use of			access to the
	data.	Consolidate the new system for	Sandwell and Schonell for			curriculum for all pupils which
		Tracking	reading, maths			creates
		Progress of all	and spelling			individual
		SEN children.	ages for SEN			support for children,
		Use of				monitors
		WIDGET for				achievements
		scaffolded resources.				of SEN, evaluates
		100001000.				support and
						interventions
						ands is adapted to the
						needs of the
						children and
						will ensure SEN children
						make progress.
	Promote	Celebrate and	Invite speakers	Class teachers,	Update termly	Pupils are
	positive attitudes	highlight key national and	of different abilities into	TA's and SENCO		demonstrating that they
	towards pupils	local events	school to			understand and
	and all others with disabilities	such as	support pupil's			have a positive attitude
	with disabilities	Paralympics, deaf	awareness.			towards
	Ensure that the	awareness and				disability.
	school has an inclusive nature	learning Disability week.				
	in all elements	Disability week.				
	of the	Promote				
	curriculum and school life.	outside visits				
	Scribbi ille.	from key groups.				
Improve and	The	Kept under	Risk	Sodexo/EEFL	On-going	Access to
maintain	environment is adapted to the	review and adapt as and	assessments	/Estates		school
access to the physical	needs of the	when	and health and safety	Team/ Principal		buildings and site meet the
environment	pupils as and	necessary.	audits are	Tillcipal		needs of the
	when required.		completed.			school
	A					community.
	Access to the school	Keep under review and	Risk	Sodexo/EEFL	On-going	Where it can
	buildings and	continue to	assessments and health	/Estates Team/		be reasonably
	site can meet	audit disabled	and nealth	Principal		achieved, the
	diverse pupils and parents	toilets as necessary.	audits are	- 1		school
	needs.	nccessary.	completed.			building
		Review parking				continues to
		permits for parents with				be accessible for all.
		disability to				ioi all.
		ensure children				Access to the
		are at school on time.				school site
						meet the needs of the
		Disabled car				TIEEUS OI THE
		parking spaces				

		are available in				school
		the spaces closest to the building.				community.
	Clear signs around the school premises and within the school building. Disabled toilets accessible for adults and pupils.	School site is clean and safe as well as accessible for all of the school community.	Risk assessments and health and safety audits are completed.	Sodexo/EEFL /Estates Team/ Principal	On-going	Where it can be reasonably achieved, the school building continues to be accessible for all. Pupils and adults have
						access to a disabled toilet with adequate fixtures/
	Decoration and alterations to the school are regularly carried out to maintain high standards.	School site is clean and safe as well as accessible for all of the school community	Risk assessments and health and safety audits are completed.	Sodexo/EEFL /Estates Team/ Principal	On-going	fittings. Where it can be reasonably achieved, the school building continues to be accessible for all.
Improve the delivery of information to pupils with a disability	Our School uses a range of communication methods to ensure information is accessible for all. This includes: Internal signage, large print resources if requested, letters printed on different coloured paper, pictorial or symbolic representations	The school office will support and help parents to access information and complete school forms. Our admin team and the WHF market team ensure that the website and all documents that are accessible via the school website can be accessed by all.	As required	Office/ Staff	On-going	Parents and carers to feel welcome in the school.
		possible, access to translators, sign language interpreters to be considered and offered for any meetings.				
	Provide information and letters in clear print in 'simple' English.	Provide information to parents in simple English so that	As required	Office/ Staff	On-going	Parents and carers to feel welcome in the school.

For EAL parents, ensure that letters are translated into their spoken language. School office will support and help parents to access information and complete school forms if necessary. School website and all documents accessible via the school website can be accessed by all school community users For EAL parents, ensure that letters are clearly understandable third in their spoken language. School office will support and help parents to access information and complete school forms if necessary. School website and all documents accessible via the school website can be accessed by all school community users Our admin school community of the parents who are EAL into their spoken language. Our admin	el n dd el
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school.

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 Principal and Local Board of Governors.

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	Person	Date to complete
		taken	responsible	actions by
Number of storeys	Single storey building	Guttering to be cleaned/cleared and accessed to stop water from entering the school.	Estates Team	As and when required
Corridor access	Step up into classes – 8 rooms (teaching classrooms, Library and intervention room at a higher level)	Review wheel-chair access into these classes. Temporary ramps are used for access for children using wheelchairs.	Estates Team	As and when required
Lifts	No lifts in school – single storey building			
Parking bays	Disabled parking bays in car park	Ensure these are clearly signposted for visitors.	Estates Team	As and when required
Entrances	Accessibilty to opening main reception door for parents/carers/ pupils in a wheelchair.	Review access to the main reception – door.	Estates Team	As and when required
Ramps	Access to reception classes, Year 2 and sensory room.	Move ramps depending on classroom access.	SBC	September 2022
Toilets	Two disabled toilet swhich is suitable for wheelchair users	Ensure all fittings are present and that access in and out of room is accessible for outside the room.	Estates Team	As and when required
Reception Area	Wider door to allow ease of access	Weight of door – can wheelchair users access unaided.	Estates Team	As and when required
Internal signage	Signs on internal doors updated	Review signage – order new signs for internal doors and when necessary	Principal and site manager	Termly
Emergency escape routes	Fire exits clearly sign posted	Fire exits are used during fire alarm practices termly.	Principal and site manager	Reviewed termly