



# TWHF Accessibility Plan

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**School Name:** Grange Junior School

**Version No:** 1

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**Owner:** CEO

**Approved by:** CEO

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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.

We are committed to providing a fully accessible engaging environment which values and includes all pupils, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. Our core value of Support embodies this message and challenges discrimination in all its forms and develops a positive culture of awareness, respect 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. We work closely with the White Horse Federation to ensure the best provision for all of our pupils, staff and visitors.

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.

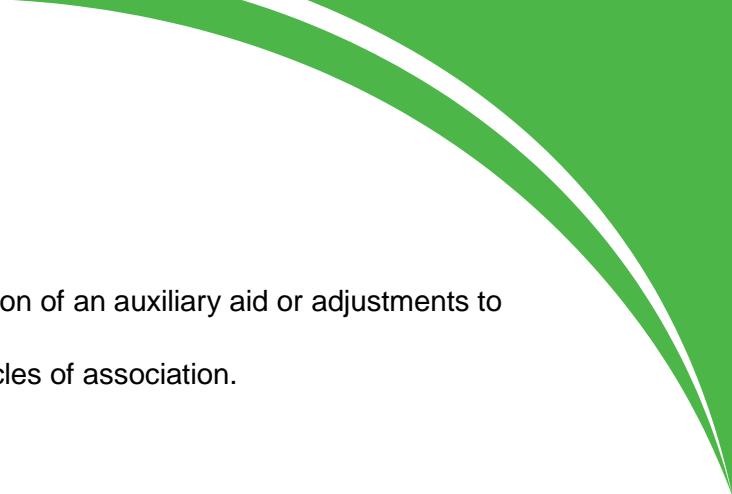
## 2. Legislation and guidance

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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Our staff and governors understand current disability/equality issues	Ensure all staff and governors have access to specific training on disability/equality issues	Staff meeting	Principal or SENCo	Term 3 2020-21	Increased confidence in strategies to improve pupil participation
	All teaching staff are confident with the new Swindon local SEN offer and paperwork	Provide training for local SEN offer  Teachers to identify and assess pupils using yellow and blue checkers	Staff training (TD day)  Checkers to be updated every other terms	SENCo  Teachers	Term 1 2019-20  Ongoing	Teachers will demonstrate greater knowledge and understanding of how to support individuals
		SENCo to regularly review and support staff to ensure pupils are well supported or to draw on support from external agencies	Reviews termly and supervision meetings with Principal	SENCo/Principal	Ongoing	Timely intervention and support will be sought from external agencies
	Staff understand needs of individuals and make relevant and appropriate adjustments	Improve communications between teachers and support staff to	Develop individual plan template to identify needs and strategies	SENCo	Term 2 2020-21	All staff will understand needs of individuals – from medical and SEMH

	Effective use is made of data to track academic and social attainment and progress of all pupils	ensure parity of provision Monitor the academic and social achievements of pupils	Develop assessment and tracking system to identify weaknesses and highlight strengths across cohorts and the whole school	SENCo/Principal/Assessment Lead	Term 3 2019-20	perspective Systems in place to monitor academic and social achievements
	Staff make effective use of SEN resources to support individuals	Audit resources and provide designated space for easy access Provide training for specific resources	Audit resources and provide designated space for easy access Provide training for specific resources	SENCo	Term 5 2019-20 Term 1 2020-21	More SEN resources will be in use to support learning within classrooms
	Staff make effective use of IT resources to support individuals	Provide appropriate IT resources to support needs of individuals	Audit of need & equipment Allocation of appropriate equipment for individuals	Principal/SENCo/IT team	Term 2 2020-21	All pupils will have access to appropriate technology to support learning
	Quality first teaching is being used in all classrooms	Develop teaching and support staff intervention and support within the classroom environment Teaching and support staff	Ongoing training	Principal/ T&L Champion	Ongoing	All pupils learning needs will be addressed and appropriate pitch, pace and challenge provided

	All pupils participate fully in the wider curriculum	demonstrate confident understanding of next steps for individuals and adapt learning accordingly Develop team of volunteers to ensure all pupils are able to participate	Recruitment, interviews and registration for volunteers to support in class, interventions and trips to be sought	Principal	Term 3 2020-21	100% participation in wider curriculum
	All pupils participate fully in the PE curriculum	Develop motor control of pupils Develop inclusive curriculum with range of physical activities to suit all fitnesses, disabilities and abilities	SPARKS to be used as an intervention Review of PE curriculum to ensure range of activities offered maximises participation	TA team PE Lead	Term 2 2019-20 Term 1 2020-21	Improved motor control from identified individuals 100% participation in PE curriculum
	All pupils feel safe and free from discrimination	Develop school value of Support to eliminate all incidences of discrimination	SMSC lead introduced to co-ordinate SMSC provision PHSE curriculum reviewed and updated to include units on discrimination School council to	SMSC Lead PHSE Lead	Starting Term 2 2019-20 Term 1 2020-21	Pupil surveys show improvement in pupil's attitudes and experiences around discrimination SMSC curriculum will have good progression and coverage

	<p>Relevant, linked documentation is up to date and in line with current guidance</p> <p>Young Carers fully access the opportunities provided by the school academically and socially</p>	<p>CPOMS used to track incidences and address concerns</p> <p>Ensure policies are reviewed within schedule and in line with current guidance</p> <p>Young Carers will receive the support to enable them to access the full curriculum and other pastoral opportunities</p>	<p>take lead on anti bullying</p> <p>CPOMS used to track incidences and address concerns</p> <p>Training for staff on safe use and safeguarding procedures</p> <p>Policy audit and annual review schedule implemented</p> <p>Young Carers lead to be responsible for registering and tracking Young Carers</p> <p>ELSA support offered fortnightly with enrichment activities</p>	<p>School Council</p> <p>All staff/DSL team</p> <p>All staff/DSL team</p> <p>Principal/SLT</p> <p>Young Carer Lead</p> <p>Young Carer Lead/ELSA/TAs</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually &amp; new starters</p> <p>Term 2 2019-20</p> <p>Term 3 2019-20</p> <p>Term 3 2019-20</p>	<p>Supervision studies of data from CPOMS will see reduction in discrimination incidences</p> <p>All policies are maintained and regularly reviewed</p> <p>Young carers are confident accessing their education and have regular respite sessions for their mental health</p>
<p>Improve and maintain access to the physical environment</p>	<p>All classrooms are fully accessible</p>	<p>Maintain systems to allow safe entry to all areas of school (except upstairs)</p>	<p>Ensure all classrooms are organised in accordance with needs of class</p> <p>Access to all areas is</p>	<p>Teachers/Site manager</p> <p>Site manager/Estates manager/Principal</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Reasonable adjustments are reviewed and maintained as necessary to improve access and safety</p>



	Improve signage and access to sight for visually impaired	Signs and access reviewed regularly and adjustments made	<p>maintained during work to school</p> <p>Signs will be clear and clean</p> <p>External light bulbs replaced immediately when blown</p> <p>Review and repaint yellow strips on external and internal stairs</p>	<p>Site manager</p> <p>Site manager</p> <p>Site manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 5 2019-20</p>	<p>Safety for visually impaired users of school site will be improved</p>
	Visitors, staff and pupils with medical needs park safely and appropriately	Review of car park space and system to ensure adequate provision for those with medical needs	<p>Permit system introduced to enable those with medical needs to park on site</p> <p>Regular monitoring of car park to ensure permit holders are using space appropriately</p>	<p>Principal/Admin team</p> <p>Site manager</p>	<p>Term 3 2019-20</p> <p>Ongoing</p>	<p>Appropriate parking will be available for those with medical needs</p>
	All pupils can be safely evacuated in an emergency	Review of emergency procedures	<p>Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils and staff</p> <p>Review means of escape for all and ensure these are</p>	<p>Site manager/Principal</p> <p>Site manager/Estates team/Principal</p>	<p>As necessary</p> <p>Termly</p>	<p>Whole school will be safely evacuated during drills within the designated safe time</p>

			kept clear. Staff receive regular training and updates about evacuation procedures	Principal	Annually or as necessary	
Improve the delivery of information	All information presented to pupils is in an appropriate format for the individual  Pupils with dyslexia have access to range of support materials and intervention  Signage around school site is inclusive, in languages other than English  Information for Parents/Carers is accessible	All staff consider adapting the format of information to suit the individual  Regular screening and planning to ensure appropriate resources, materials and interventions occurs  Regular review and replacement of school signage to reflect languages spoken by school community  Information is provided regularly to update parents/carers in	Buff paper is used and font of an appropriate type and size, suitably enlarged for pupils with visual impairment  Regular dyslexia screening  IDL interventions  Buff paper, coloured overlays, spelling dictionaries available in all classrooms  Signage is large enough for visually impaired and in different languages as appropriate  Weekly bulletin to inform and update parents sent by email and	All staff  SENCo/TA team  TA team  All staff  Site manager/Principal  Principal	As necessary      Term 1 2019-20  Ongoing	All pupils able to engage with information provided  Dyslexic pupils are identified and supported with a range of strategies to improve their academic outcomes and mental health  All stakeholders are able to access information on school signage  Parents surveys will show confidence in school's communications

		<p>clear print</p> <p>School office provides support for parents to access information and complete school forms</p> <p>Text and email service used to prompt and remind parents of events and key dates</p>	<p>uploaded to website</p> <p>School office staff are approachable to assist parents with problems by phone or email</p> <p>Documentation and information on school website is easily accessible</p>	<p>Admin team</p> <p>Marketing team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>systems</p>
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#### **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 Principal and Local Board of Governors.

#### **5. Links with other policies**

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

- Curriculum
- Staff Development
- 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
- Behaviour
- School Improvement Plan

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Stair access				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				