



Grove Academy

Accessibility Plan 2020-2023

Committee:	Trust Board
Approved on:	
Next review date:	July 2023
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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 uncompromising in holding children at the centre of everything we do and it is our ambition to ensure ALL of our children reach their full potential.

We will constantly challenge ourselves, take risks and innovate to ensure our curriculum is broad, balanced, challenging and linked to our children's interests.

All staff lead by example, we recognise and value diversity, respecting everyone for who they are. Our staff ensure everyone can take part and everyone has the opportunity to be all they can be. We do not tolerate any prejudice.

All staff share our commitment to improvement, and we have a commitment to develop all staff through induction, empowerment and supported delegation. Our Appraisal systems challenge and support teachers' improvement so that teaching is highly effective.

Everyone matters and everyone is special within our academy and we welcome both internal and external challenge and feedback because we are committed to using our resources most effectively to achieve the best standards possible.

The plan will be made available online, on the school website.

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.

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

Access to the Curriculum

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a SEND</p>	<p>Our Academy offers to all children:</p> <ul style="list-style-type: none"> • Read, write, inc • Power Maths • Access to specialist PE provision • Access to Specialist Art Provision • Geography, History, Science, Music and D&T taught through Focus curriculum • Robust PSHE Curriculum • Access to MHST (Trail Blazers) • Access to Young Carers, support group and mentoring programme • Nurture and Social Interventions 	<p>To increase the awareness of SEND needs across the school and to provide training in how to support.</p> <p>To improve the provision for pupils with SEND needs</p> <p>To identify area of need in lesson planning and delivery, showing clear differentiation for SEND pupils</p> <p>Improve the provision of ICT for pupils with SEND</p>	<p>Audit of experience and training</p> <p>Staff training, CPD</p> <p>Source appropriate training</p> <p>SENCO/Pastoral staff member to attend PPA to support with planning provision – for SEND pupils,</p> <p>Monitoring of provision, via provision mapping and drop in monitoring and coaching sessions</p> <p>Teachers to be given the opportunity to observe good practitioners use of ICT in</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO/Pastoral</p> <p>SENCO</p> <p>SENCO /TLA</p> <p>SENCO/ICT lead</p> <p>SENCO/ class teachers</p>	<p>End of Autumn 2020</p> <p>End of Summer 2021</p> <p>End of Summer 2021</p> <p>End of Summer 2021</p>	<p>Awareness of experience and what CPD is required CPD provision map tailored to all staff needs</p> <p>Provision map of CPD for all staff from their starting point in place</p> <p>Staff feel confident in meeting the needs of all pupils</p> <p>Planning shows a differentiated approach and adaptations to enable all Pupils with SEND needs to access the curriculum</p> <p>Personalised plans show adaptation made to support individual pupils</p>

	<p>Curriculum progress is monitored and tracked regularly for all pupils, including those with a SEND need. Where progress is not evident, adaptations and adjustments are made in line with the 'plan, do, review' approach and in consultation with parents.</p> <p>Targets are set and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed</p> <p>The school works closely with parents, external agencies and other schools to meet the needs of the children where appropriate.</p>	<p>To improve provision of extracurricular activities, for pupils who have a SEND need</p> <p>Use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>lessons to support pupils with SEND needs</p> <p>Ensure all SEND pupils are assigned BUG CLUB reading logs to support home learning</p> <p>Provision map additional reading interventions</p> <p>To ensure access to on-line learning programmes through IPADs, laptops etc. to support pupils' differentiated learning needs</p> <p>School to increase places available for pupils to attend extra-curricular activities who have a SEND need</p> <p>Pastoral team to continue with pupil progress meetings to support with identification of pupil needs and review plans in place</p> <p>Staff training in resources available for pupils with SEND (boxes in classes)</p>	<p>SENCO/ lead for PE</p> <p>SENCO</p> <p>TLA Lead LM</p>	<p>End of July 2021</p> <p>End of July 2021</p>	<p>Specific needs are met and supported.</p> <p>SEND pupils will make expected progress</p> <p>All pupils will be accessing the curriculum</p> <p>More pupils will have access to a broader differentiated curriculum via online platforms</p> <p>An increase in the number of pupils with SEND needs attending extra-curricular activities</p> <p>Staff are able to meet children's needs.</p> <p>Pupils will have access to appropriate resources that will support their SEND needs.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Access to classrooms via wheel chair 	<p>To ensure that access to the school grounds and building is accessible and clearly sign posted</p> <p>To ensure the learning environment is suitable to meet the increasing needs of children with Social, Emotional and Mental Health needs.</p> <p>To ensure that the learning environment is suitable to meet the needs of pupils with sensory impairments</p> <p>To implement a gate system that is easily accessible to pupils with SEND</p>	<p>To obtain visual resources to ensure access is clearly signposted</p> <p>To obtain a Disabled Parking Bay from LA</p> <p>Nurture proposal with a view to implement the 7 principles of nurture into the wider environment.</p> <p>Behaviour policy review- Support from Paul Dix including 1 Page Profile</p> <p>Consistency from staff within the environment to promote positivity and a culture of 'Above and Beyond'</p> <p>Staff reading – When the Adults Change, Everything Changes.</p> <p>Behaviour policy working party</p> <p>Consultation with the wider community, staff, parents, pupils and governors.</p> <p>Review of PHSE policy.</p>	<p>JB/NM</p> <p>JB/JO/NM</p> <p>All staff</p> <p>All staff</p> <p>All Staff</p> <p>All staff</p> <p>All staff</p> <p>JB/DL</p> <p>LM/KE</p> <p>SENCO</p>	<p>End of July 2021</p>	<p>Children feel safe at school and know how to respond appropriately to the emotions they are feeling.</p> <p>Behaviour policy approved and consistently implemented.</p> <p>Reduced recorded behaviour incidents</p> <p>Consistency from staff and children resulting in exemplary behaviour</p> <p>Ongoing review and adaptations of policy to ensure success.</p> <p>Baseline and review of views to inform further school improvements.</p> <p>Pupils with HI and VI able to fully access the environment</p> <p>Improved independent access to the school grounds for those with a disability.</p>
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			<p>Advice and costing to be sought from Premises manager</p> <p>Advice to be sought from SEND services should Visual impairment or Hearing Impairment become a need at Grove Academy to ensure the physical environment is fully accessible</p>	<p>JB/NM</p> <p>SENCO /SCo</p>	<p>2020-2023</p> <p>March 2023</p>	
<p>Improve the delivery of information to parents of pupils with a SEND need</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Email • Telephone • Online –website • Induction process • Parent forum • Survey monkey • Class Dojo 	<p>To develop effective channels of communication for parents of pupils with SEND.</p>	<p>All parents of SEND pupils to be to be set up on Class Dojo</p> <p>Monitor parent engagement through Class Dojo</p> <p>Continue to develop resources via the class SEND page on the website for pupils with a disability.</p> <p>To ensure the SEND report is parent friendly.</p> <p>To develop pictorial communications to home.</p> <p>Parent forum</p> <p>Parent and pupil questionnaires</p>	<p>All staff</p> <p>Office staff</p> <p>All staff</p> <p>SENCO /JM</p> <p>Ssc</p>	<p>July 2021</p>	<p>Children are able to access information and resources.</p> <p>Stakeholders are able to access information and resources.</p> <p>Improved communication, attendance and learning through delivery of information.</p> <p>SEND report is accessible to a wider audience.</p> <p>Information to parents is clear</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 Trustees.

5. Links with other policies

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

- Health and safety policy
- Multi Academy Trust Equality, Diversity & Cohesion Policy & Scheme
- Special educational needs (SEN) information report
- First Aid and Medical Policy
- Positive behaviour Policy
- Well-being Policy