



# Grove Road Community Primary School

## Accessibility Plan

<b>Date of Policy Creation:</b>	January 2021	<b>Review Date:</b>	January 2024	<b>Responsibility:</b>	FGB
<b>Head teacher</b>	Mr Christopher Parkhouse	<b>Signed:</b>		<b>Date:</b>	
<b>Chair of Governors</b>	Mrs Margaret Beagle	<b>Signed:</b>		<b>Date:</b>	

### Policy Review

<b>Date:</b>	<b>Notes:</b>
January 2021	Adoption of new format following accessibility audit

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## **Aims of the Accessibility Plan**

This plan outlines how Grove Road Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
  - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
  - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
  - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - **Visual disabilities** – this includes those with visual impairments and sensitivities
  - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
  - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Improve structure of CPD for support staff assisting pupils with SEND	Develop training schedule	Headteacher, teachers, SENCO	Autumn 2021	Support staff feel confident in assisting pupils	Spring 2022
<b>Medium term</b>	Some afterschool clubs not fully accessible	Training for staff to be able to support attendance at clubs	Training providers/SENDCo	Spring 2022	Afterschool clubs accessible to all pupils	Summer 2022
<b>Long term</b>	Pupils with SEND cannot always access lessons due to lack of technology	Increase access and continue to improve technology across the school	Headteacher, SBM, SENCO	Autumn 2022	Pupils with SEND can access lessons	Spring 2023

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff not trained to respond to the emergency call system in the disabled toilet	Arrange training	SBM	Spring 2021	Staff aware of appropriate response	Summer 2021
<b>Medium term</b>	Entrance ramps not fitted with durable non slip surfaces and some steps need hazard nosings	Work to be undertaken by competent contractor	SBM/Contractor	Spring 2022	Learning environment is accessible to pupils with visual impairments	Autumn 2022
	Insufficient tactile signs and visual information around school to help those with visual impairments – also to help pupils, staff and visitors orientate themselves	Audit of signage around the building	SBM	Autumn 2022	School building is easier to navigate	Spring 2023
<b>Long term</b>	Children with physical disabilities cannot fully access school buildings	Feasibility study to determine ways to improve access to higher levels of the school	SBM/building contractors	Autumn 2023	School buildings are fully accessible	Spring 2024

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	School information is not routinely made available in alternative formats	School to seek external advice	SBM, SENDCo	Spring 2021	School is aware of local services for converting written information into alternative formats	Summer 2021
<b>Medium term</b>	School has not arranged for audio versions of information	School to seek external advice for how to achieve this	SBM	Spring 2022	Audio versions of information available	Summer 2022
<b>Long term</b>	School building is not equipped with hearing assistance	Feasibility study into hearing assistance equipment	SBM	Summer 2023	School buildings equipped with hearing assistance	Autumn 2023