



Grove Vale Primary School

Accessibility and Disability Plan 2021

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| Approved by: | | Date: | |
| Last reviewed on: | 2018 | | |
| Next review due by: | 2024 | | |



Introduction

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 actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Able, gifted and talented children;
- Disadvantaged pupils;
- Children who are at risk of exclusion;

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning through assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

Further details of the additional provision available, should it be required, can be accessed from our Local Offer, which is available from our school website.

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 namely Sandwell Metropolitan Borough Councils Accessibility Strategy.

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, parents, staff and governors of the school.

The purpose and direction of the school's plan: vision and values

Vision and Values

To meet the needs of all pupils

A definition of 'inclusion'

'One of the greatest challenges facing our school is the provision of appropriate learning opportunities for all pupils. Within schools there are pupils with a range of abilities from different cultures, religions and social backgrounds. Some of these pupils experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, sexual orientation, race or culture.'

The National Curriculum Requirements

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum (NC) is the basis for planning a school curriculum that meets the specific needs of individuals and groups of pupils. The *National Curriculum Handbook for primary teachers in England* and the *Handbook for secondary teachers in England* incorporate a statutory inclusion statement on providing effective learning opportunities for all pupils.

It sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Grove Vale School will endeavour to meet the needs of pupils from diverse backgrounds.

Grove Vale School aims to identify and remove barriers to disabled pupils in every area of school life. Grove Vale School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;

Grove Vale Primary School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school endeavors to



- **set suitable learning challenges;**
- **respond to pupils' diverse needs;**
- **overcome potential barriers to learning and assessment for individuals and groups of pupils;**

Through partnerships with local communities, Grove Vale Primary School will strive to create a happy; safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Ensure that all ancillary staff have had appropriate disability awareness training



- Increase the level of staff awareness of Equalities legislation;

Those consulted during the development of the plan

For the purposes of this plan we consulted with:

- Pupils with disabilities in the school
- Parents of those children – annual review
- School staff
- The Local Authority (Support Services, SIAs, SEN and Inclusion Adviser)

The views of children were gained through an appropriately differentiated structured interview with themselves and appropriate support staff.

The school has set priorities in respect of consultation on the plan:

- Consultation with pupils and parents will be focused through termly review meetings (IEPs and statements)
- Continuing consideration of how to make the consultation accessible to all participants.



The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

As stated earlier our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement. Curriculum area plans and schemes of work will need to be scrutinised to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority in the school improvement plan. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role. The SENCO in this school is given release time to undertake this important role.

Data collection and consultation raised issues of progress and participation which will need to be addressed over the lifetime of this plan (see priorities below).

The school has set the following overall priorities for increasing curriculum access:

- Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels
- Working with local authority advisers to ensure that maximum use is being made of ICT to maximise progress and opportunity for all.
- Work with LA advisers and local special schools to remove specific barriers for disabled pupils in relation to PE, physical and offsite activities.
- A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed.
- To work with user groups to ensure an increase in provision for social interaction is enabled



Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school; however, we have a major issue with the physical layout of the school and the large number of steps

The most recent physical access audit undertaken in the school identified the following areas for improvement:

- Provide disabled persons parking bay.
- Signage - Visual & tactile signage is required indicating routes to 'key' areas, e.g. toilets & Reception.
- Corridor steps restricted access
- Provide an appropriate electrical wheelchair to enable disabled mobility around the school
- Provide a hearing enhancement system to Reception desk.
- Improve evacuation directional signage.
- Staff training in the evacuation of disabled persons is required.

The school has set the following priorities for physical improvements to increase access:

As above from physical audit

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

As part of our curriculum review detailed above the school will look at all information provided in writing to pupils. This includes:

- Homework
- Worksheets
- Teacher feedback and marking of work
- Letters & Notices



- Tests and examinations
- Interactive Whiteboards

Some of the priorities in this section will be met through the Curriculum Review.

The school has set the following priorities for providing information for disabled pupils:

- Developing ICT solutions to enable information access
- Training from support services on the availability and use of different formats symbols, large print, use of colour, Braille, BSL)
- Delivery of priorities from curriculum review (Literacy (Reading & Writing), Numeracy and Science)

Making it happen

Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand their duties and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class teachers, dinner staff, the SENCO, the premises manager, curriculum managers, senior managers, administrative staff and governors themselves.

- Equality Act 2010 training needs to be reviewed and undertaken by all teaching staff
- Ancillary staff, governors and new staff require training.
- The governing body will monitor the implementation of this plan.
- The Finance Committee will ensure appropriate resources are made available from within the schools own budget.
- Governors will report to parents annually within the school profile as to the progress towards meeting the priorities in this plan.

The Headteacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school (SEF, SEN, SIP, Asset Management, Equal Opportunities, and Professional Development).



The impact of the plan will be evaluated annually and will be judged against the following outcomes:

- increased confidence of staff in differentiating the curriculum for disabled pupils
- teachers sharing good practice within the school, the school sharing good practice
- greater pupil and parental satisfaction with the arrangements made
- improved outcomes for disabled pupils
- improvements in the physical environment of the school
- protocols for multi-agency working to support children with medical needs;
- Disabled pupils being more involved in whole life of the school.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan;

- Identify available funding streams to increase access
- Co-ordinate plan with other school plans and policies
- Implement effective monitoring and evaluation of the plan

Making the plan available

It is intended to make the school's plan a model of accessibility; the plan will be made available in the following ways:

- Directly to parents
- School's website
- On request in a variety of formats
 - E.g. On different coloured paper or in different coloured font
 - Audio
 - Extra large print
 - Braille

The school has set the following priorities for making its plan available:

- Liaison with local support services and voluntary agencies for advice on the production of the plan in different formats.



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| | | programme updated | Appropriate staff receive training | |
| N/A | | LSP/Teachers/ SENCO to consult with groups of pupils via simple | Greater understanding by school of the needs of disabled | HT to monitor by receiving re SENCO. |



| ACTIONS | LEAD PERSON | DATELINE | RESOURCES | SUCCESS CRITERIA | | MONITORING |
|---|-------------|----------|-----------|--|--|--|
| | | | | Process | Impact | |
| meetings (IEPs and statements). <ul style="list-style-type: none"> School Council will continue to discuss this as a regular agenda item. Discussion through parents association. | | | | questionnaires. Evaluation sheets to be given out at review meetings with parents. Results published on web site | groups. Improved access to the school and curriculum | |
| <u>Increasing the extent to which disabled pupils can participate in the school curriculum</u> Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels <ul style="list-style-type: none"> Work with LA advisers and local special schools to remove specific barriers | SMT | Ongoing | N/A | Action plan to be included in SIP. Phased review of the curriculum by development teams | Improved access to the school and curriculum. Improved standards of learning. | Governing Body to monitor by receiving reports from subject and phase leaders. |
| | SMT | Ongoing | Supply | SMT to audit school needs with | Access for all to PE and sporting | HT to monitor by receiving reports from the SMT. |



| ACTIONS | LEAD PERSON | DATELINE | RESOURCES | SUCCESS CRITERIA | | MONITORING |
|---|-------------|----------|-------------|---|--|--|
| | | | | Process | Impact | |
| for disabled pupils in relation to PE, physical and offsite activities. | | | | LA adviser + special schools. Produce action plan. | activities | |
| <ul style="list-style-type: none"> A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed. | SMT | Ongoing | Time/supply | Action plan to be included in SIP. Phased review of the curriculum by subject leaders as part of leadership logs. | Improved access for disabled groups to the curriculum. Improved standards of learning.(2 sub-levels pa within core subjects) | HT to monitor by receiving reports from the SMT through leadership logs. |
| <ul style="list-style-type: none"> Review all policies in line with accessibility and equality act and add a statement of compliance. | HT | Ongoing | Time | Review all school policies at least bi-annually for compliance. | Improved curriculum access for all pupils. | HT and Governors to monitor through policy review. |



| ACTIONS | LEAD PERSON | DATELINE | RESOURCES | SUCCESS CRITERIA | | MONITORING |
|---|---|---|--|--|---|---|
| | | | | Process | Impact | |
| <p><u>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</u></p> <p>Call LA to assist with access audit.</p> <p>To provide disabled access through use of electric chair lift Discuss possible routes to access finance with budget officer.</p> <p>Signage - Visual & tactile signage is required indicating routes to 'key' areas, e.g. toilets & Reception.</p> <p>Staff training in the evacuation of disabled persons is required.</p> | <p>HT / Business Manager</p> <p>HT/SBM</p> <p>HT/Business Manager/Site Manager</p> <p>LA / Site Manager</p> | <p>September 2021</p> <p>September 2022</p> <p>September 2022</p> <p>Annually</p> | <p>Time</p> <p>£4K – 6K</p> <p>N/A</p> <p>£300</p> | <p>LA to complete an audit to inform accessibility planning for the next three years.</p> <p>SBM to gather quotations to present to Finance Comm.</p> <p>Premises committee discussion. Quotes gathered</p> <p>Provision of external adviser for</p> | <p>Resources committee to consider outcomes to inform planning.</p> <p>Improved access to the building</p> <p>Improved signage to specific areas</p> <p>Improved evacuation</p> | <p>Governing body to discuss and monitor recommendations made by premises committee.</p> <p>Governing Body (Buildings) to monitor by receiving reports from the HT.</p> <p>Governing Body (resources) to monitor by receiving reports from the HT and by annual walk by premises committee.</p> <p>Governing Body (Premises Committee) to monitor by receiving reports from the HT.</p> |



| ACTIONS | LEAD PERSON | DATELINE | RESOURCES | SUCCESS CRITERIA | | MONITORING |
|--|-----------------------------------|----------------|-----------|--|---|-----------------------------------|
| | | | | Process | Impact | |
| Provision of disabled parking bay | Premises committee / Site Manager | September 2022 | Financial | staff Inset Discussion with committee for siting. Painting of bay | procedures Disabled parking accommodated | Governing Body Premises committee |
| <u>Improving the delivery to disabled pupils and parents of information which is provided in writing for pupils who are not disabled</u> • Training from support services on the availability and use of different formats symbols, large print, use of colour, Braille, BSL) | HT / Business manager | April 2022 | Financial | HT to contact LA support services. Review resources available. Cost out and plan development of systems within school for the provision of systems to provide different formats. | Improved access to school information by disabled user groups | HT to monitor |



| ACTIONS | LEAD PERSON | DATELINE | RESOURCES | SUCCESS CRITERIA | | MONITORING |
|--|---------------------|----------------|-----------|--|--|---|
| | | | | Process | Impact | |
| Letter to all parents to assess how many families may need correspondence in a different format. | Business Manager | September 2021 | Time | Business manager to arrange for letter to go out. | All stakeholders will be aware that information can be accessed in a variety of formats. | HT to monitor provision. |
| <u>Making the plan available</u> <ul style="list-style-type: none"> Liaison with local support services and voluntary agencies for advice on the production of the plan in different formats. | HT/Business Manager | Ongoing | N/A | HT to work with Local support services on different formats in producing the plan. HT to formulate costings for Finance Comm. Funding to be allocated form within budget and additional funding mechanisms | Improved and wider communication of the plan to the community | Governing Body to monitor by receiving reports from the HT. |

Review & Evaluation:

- HT to review and evaluate against the applied success criteria.
- Governors to review and evaluate against the applied success criteria.

