



GRANGE CE SCHOOL

ACCESSIBILITY PLAN

2022 – 2025

Achieve-Believe-Care

APPROVED BY ¹:Headteacher

Name: Mrs Phillipa Summers

Position: Headteacher

Signed: *P. Summers*

Date: 19.10.22

Review Date ²: September 2025

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description | Date of Revision |
|----------------|---|------------------|
| Version 1 | Original | March 2012 |
| Version 2 | Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE | January 2013 |
| Version 3 | Reformatted only | February 2014 |
| Version 4 | Reformatted only | February 2015 |
| Version 5 | Updates since changes made to school buildings and new needs identified. School vision changes. | February 2020 |
| Version 6 | Updated to reflect changes completed and update actions | October 2022 |
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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a School must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a School to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a School could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other

pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the School.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In GRANGE C of E School, we have a commitment to equal opportunities for all members of the School community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider School curriculum;
- improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the School to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the School will address the priorities identified in the plan-see Appendix 1.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

GRANGE C of E School strives to ensure that the culture and ethos of the School are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils **for example providing quiet spaces outside or within classrooms, perhaps a 'pop up tent' to withdraw to if noise of too much activity is distracting.**

6. CONTEXTUAL INFORMATION

Grange C of E School is a Voluntary controlled L.A. School located on Fell Drive in the small town of Grange over Sands in the South Lakes area of Cumbria. It is a church school and has close links with St Paul's C of E Church and The Methodist Church although the school welcomes all children regardless of faith.

The school caters for pupils from Grange and the areas close to the town and has a pupil admission number PAN of 30. There are currently approximately 160 pupils in the school including part time pupils in the nursery.

For information about performance of pupils please see our website at <http://www.grange.cumbria.sch.uk> or the Ofsted/DFE website

There are close links with local schools in the Cartmel Peninsula, working together for all children in the area, and with S Lakes through the SLRP -South Lakes Rural Partnership.

The school building has:

- A modern design and classrooms are brightly lit due to the large amount of windows in most parts (with blinds to block excessive sunlight if required).
- 2 floors -the upper floor accessed only by stairs.
- Has 1 classroom, an I.T. area and the staff room on the upper floor
- Has access to the building via front and rear for wheelchairs.
- Has large outside play/sports areas of hard standing and grass which can be accessed by ramps/slopes. (A lift to this upper playground has been installed)
- A purpose-built nursery room attached to the main building.
- Outdoor provision for EYFS under a covered canopy.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Grange Church of England School is at the heart of our local community. Our Christian vision is rooted and grounded in values of love, hope and trust. We are an inclusive school and our belief is that everyone is unique, valued, loved and matters to God.

Our aim is to develop happy pupils with enquiring minds, respect for themselves, others and the world in which we live. All members of our school community are nurtured and encouraged to develop resilience and skills in order to flourish and enjoy 'life in all its fullness'. (John 10:10)

We aim to develop the highest quality education possible through innovative teaching and rich learning experiences. To provide a range of experiences, recognising individual gifts, talents and needs, learning from and with others. In aiming for excellence, we aim to provide the best opportunities and experiences for our children. We ensure we put a high priority on STEM, arts, physical and health development whilst maintaining high standards in all areas.

GRANGE C of E School:

- *has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to disabled students in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;*
- *will continue to focus on removing barriers in every area of the life of the school;*
- *is committed to embracing equal opportunities for all members of the school community.*

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- *The School has identified that we have, as at the start of the academic year 2022/23 5 students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired 1,*
- *, physical mobility problems -wheelchair and non-wheelchair users 2, Autistic Spectrum Condition 2, Medical condition 1.*
- *Our annual development plan takes into account the needs of our diverse student population as well as the needs of staff and its wider community.*
- ***There are no known*** *students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.*

In order to ensure that our data is up to date and accurate we will:

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the School community.*

7.3 Views of those Consulted during the development of the Plan

This plan has been informed by:

- The views and aspirations of disabled pupils themselves;
- The views and aspirations of the families of disabled pupils;
- The views and aspirations of other disabled people or voluntary organisations;
- The priorities of the local authority;

The views of pupils and parents have for example:

- *helped to shape the accessibility to the play area through provision of a lift.*

- *flexible sessions times to accommodate other provision which will benefit the child.*
- *Adapt the curriculum to meet the needs of the child.*
- *helped the school to shape its sports provision.*

GRANGE C of E School will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that **GRANGE C of E School** provides the best choices for students wanting to enrol here;*
- *consult the full governing body/SEND governor/relevant sub-committee;*
- *consult staff including specifically SENDCo, teachers and teaching assistants;*
- *set up a structure to allow the views of students, both able and disabled to be taken into account;*
- *survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled students in their education and future careers;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the School curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) EHCP and Provision Team.

The School plans to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The SENDCo/Headteacher will in discussion with parents/carers, school staff and other professionals consider where curriculum provision can be adapted to cater for particular needs; provide support through additional resources to access curriculum such as IT, re-organise timetables to meet specific needs, adapt workbooks or methods of recording, look at teacher's planning and adapt tasks or/and provide support through in different ways to enable the child to succeed.

The school will aim to give access to a full, broad and balanced curriculum by ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training is where possible organised to meet the needs of all pupils.

Some pupils with specific medical or physical needs may need certain provision that the school will need to liaise with the L.A. and other services to access -such as adapted furniture, hoists, building changes or specific technology. **For example, we have installed fire-initiated door closers to enable corridor doors in KS2 to be held open enabling pupils with a disability to move through the building more easily.** The school will seek advice and work closely with parents/carers and their

children to support their needs as quickly as possible. There may be times when this provision cannot be provided immediately, and this will be discussed with all involved to find a solution.

Governors and the Headteacher have identified in the school access plan ways to enhance teaching and learning opportunities for all those in the School community with disabilities. These include:

- *Participation at clubs and in sports and other performances by pupils with disabilities has been and will continue to be audited so that provision can be where possible more inclusive and /or adapted to enable all to participate. For example -looking for sports that children with ASC can access more confidently-such as golf, orienteering.*
- *Classroom support will be deployed to support the needs of all pupils -teaching assistants, provision of ICT, adapted materials and support resources will contribute to, and enhance learning opportunities;*
- *Specific strategies such as flexible timetabling to enable focus on key learning and social and physical development, shared timetabling, nurture groups linked with transition to secondary school, counselling provision.*
- *consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *Staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective/new pupils who may require manual handling, medication being given, personal hygiene support, eye gaze technology etc. has been identified and supported;*
- *Empowering the School Council and through this, the work of Pupil Parliament group to ensure pupils have a voice in decisions that affect them;*
- *The school has taken action and will continue to look for ways to celebrate achievements of those with disabilities to ensure that disabled members of the School community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement e.g. celebrating the Commonwealth Games and taking part in sports enabled for those with disabilities and meeting Olympic athletes who advise and inspire pupils.*
- *Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education through regular discussion with them and feedback;*

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

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the School has pupils or visitors with disabilities and is preparation for a situation when they do.

The Schools premises (building) plan is prepared with the Headteacher and the CEW committee and is written to be consistent with the aims of the accessibility plan. The plan will be reviewed annually in the last CEW meeting of the year and the summary will be forwarded to the FGB.

The planning duty covers aids to improve the physical environment of the School and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened

doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and way-finding systems.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

GRANGE CE School will strive to:

- produce all School literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The School plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include using parent app to send out documents so that the print can be enlarged by the receiver, handouts, timetables, textbooks and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame. The School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Within a reasonable timeframe the office will make information available to parents/carers/staff/visitors in a format they can access.

Pupils needs will be met by the class teacher or support assistant and suitably adapted resources will be made available -such as in an oral form, visual form, simplified format, large print or as part of an IT package for children with alternative communication.

Where possible text books/work sheets will be enlarged, simplified or put into a form that can be accessed on a computer for those that use eye gaze technology etc. Timetables will be displayed in an appropriate format including if required in simplified picture form. Coloured overlays or paper can be used, and screens can be adapted to use a coloured background.

This information will be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

The school will:

- *Inform readers that School published material can be available in different formats e.g. Braille.*
- *Try to increase information accessibility for those who have English as an additional language or other communication impairments where required at School meetings by providing handouts and offering to access translation services if required. In addition, by asking new parents if they require any assistance with written materials when they register for school.*
- *Consider disability when purchasing new textbooks and reading books.*
- *Ensure the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information. This will be included in annual EHCP reviews.*

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

GRANGE C of E School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

GRANGE C of E School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plans to provide training and /or related workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

9.2 Monitoring

GRANGE C of E School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual newsletter to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- *success in meeting identified targets;*
- *changes in physical accessibility of School buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the School;*
- *recorded evidence that fewer pupils are being excluded from School opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *Ofsted inspections that identify higher levels of educational inclusion.*

9.3 The role of the LA in increasing accessibility

- *supported liaison between mainstream schools to share expertise and pupil placement;*
- *ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *made building adaptations to meet the needs of a child with a physical disability in order to access the school site;*
- *informed schools/settings how information can be provided in a number of different formats.*

9.4 Accessing the School's Plan

We will:

- *look at font size and page layouts, paper colours and use of overlays to support pupils with visual impairments.*

- *Audit the school library to ensure the availability of large font (through e readers and large print books where required) and easy read texts to improve access.*
- *Audit signage around the School to ensure that is accessible to all.*
- *Auditing the use of, and methods of displaying materials around the School.*

This will be done through:

- *presentation in the parents' section on the School website open to all visitors to the site;*
- *Informing parents/carers in the head teacher's newsletter of the availability of the plan;*

We will ensure that the plan is available in different formats where requested, such as in large print.

The School will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the School, from services, other agencies and organisations;*
- *ensuring that the School is aware of all support services that provide advice to schools/settings and staff.*

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Health & Safety
- Special Educational Needs and Disabilities, Local Offer Response/Info report
- Educational Visits
- Whole School Behaviour Policy and Procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures

GRANGE CE School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- *Full Governing Body/SEND Governor/Community, Environment and Welfare Committee*
- *Staff (teaching and support)/SENDCo*
- *Parents/carers/community groups who use the school*
- *Pupils/School Council*
- *Specialist Advisory Professionals*

The plan was approved on:

Date of Accessibility Plan: 22.10.22

Date for next Review: 01.09.25

Senior Member of staff responsible for the Plan : Phillipa Summers/ Headteacher

Governors & Committees who contribute: *Chair of Governors, with the Vice Chair of Governors, and the Chairs of:*

- *Community, Environment and Welfare Committee*
- *Teaching and Learning Committee*
- *Leadership, Management and Finance Committee*

Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.

GRANGE CE SCHOOL ACCESSIBILITY PLAN 2022 - 2025

IMPROVING THE CURRICULUM ACCESS AT GRANGE C of E SCHOOL

| Target | Strategy | Outcome | Timeframe | Achievement | Date completed |
|---|---|---|---|---|--|
| To provide alternative ways to communicate and record work | Purchase IPAD/s and/or laptop for children's use E reader pen for reading text | Pupils will have access to alternative ways to record information and written work. | When funds allow-IPAD - £300, Laptop £450 | Children with specific learning difficulties feel confident they can take part in written work and evidence of improving outcomes. | e-reader pen Sept 2022 |
| Training for staff in teaching/supporting children with ASC and other specific learning difficulties. | All staff attend appropriate training – on rolling programme with specific focus on those working with pupils with ASC. | Staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | By end of Autumn Term 22 | Children with ASC are successfully included in all aspects of school life. | |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. There is a clear pathway to work stations and seating is prioritised for those that need to sit in specific places to be able to see board, reduce light affecting screens, board. | September 2022 September 2023 Each Sept after this or as new pupils arrive. | Pupils with mobility and communication needs are able to access learning spaces easily and have appropriate light levels needed to use technology for learning. | |
| To identify and run sports clubs that all children including those with SEND can access | Look for positive role models and include ind sports as well as team games. | More pupils with SEND/disabilities access clubs and take part in school sports events and enjoy P.E. | April 2022 -July 2023 | Increase in participation and enjoyment -PE leaders to evaluate. | April 2022 Training for staff and instillation completed of Orienteering course. |

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GRANGE CE SCHOOL ACCESSIBILITY PLAN 2022-25IMPROVING THE PHYSICAL ACCESS AT GRANGE C of E SCHOOL

An Asset Management Plan/Access Audit was carried out by Phillipa Summers in October 2022 and a number of recommendations made:

| AMP or AA Report Ref. (if relevant) | Item | Activity | Timescale | Cost £ | Responsibility | Date Completed |
|-------------------------------------|---------------|---|--------------------|--------------|----------------|----------------|
| | Taps | Fit lever taps to Y4/5 classroom toilet sinks to aid those with limited hand movement | Summer 2022 | £200 approx. | School | |
| | Re-decoration | When funds allow to re-paint door frames and doors ensuring contrast colour | Ongoing | TBC | School | |
| | Pathways | Assess the access and improve pathways/routes across lower field. Maintain and upgrade as funding allows the tarmac pathways to exit | Autumn/Spring 2022 | tbc | school | |

GRANGE CE SCHOOL ACCESSIBILITY PLAN 2022 - 2025IMPROVING THE DELIVERY OF (WRITTEN) INFORMATION SHARING AT
GRANGE C of E SCHOOL

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|---|---|---------------------|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing | Delivery of information to disabled pupils improved |
| Make parents/carers aware that alternative communication can be available if required | Ask new parents on entry and inform existing parents in newsletters | All school information available for all | Sept 22 and ongoing | All parents/carers will be able to access info. |
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