

Grange Primary Accessibility Plan (2015 - 2018)

Grange School has a duty to plan, over time, to increase access to all areas of school life. This includes improving the physical environment. When decorating or refurbishing any part of the School building the School should consider what particular features would benefit students with different disabilities

Access to the Curriculum

Area	Targets	Action Required	Timescale	Outcomes
Specialist advice and support.	Provide specific resources and strategies for pupils with additional needs to support access to the curriculum.	<ul style="list-style-type: none"> • Liaise with external agencies e.g. educational psychology/CENMAC/early help team/physiotherapy/occupational therapy /hearing impairment/visual impairment /autism Support /Speech & Language/ Child and Adolescent Mental Health services as necessary to support children with additional needs 	Ongoing and reviewed termly	
Medical Conditions	Ensure effective management of children's medical conditions and needs to allow inclusion.	<ul style="list-style-type: none"> • Ensure care plans are put in place with parents and school nurse • Ensure correct procedures for storage and administration of medicines are in place. • Ensure appropriate staff are trained in first aid, epipen, diabetes, asthma, epilepsy and other conditions as necessary 	Ongoing	
Taking Tests	Access arrangements to meet individual needs when taking tests are applied for and arrangements made and support provided to eligible pupils e.g. access to readers, scribes, additional time. Barriers to achieving full potential are reduced using a principle of encouraging fairness in testing.	<ul style="list-style-type: none"> • Ensure appropriate testing and reports are completed in order to apply for access arrangements for pupils with additional needs. • School applies for specific access arrangement for external tests and implements the arrangements agreed for eligible pupils. • Keep up to date with national changes in access arrangements and test delivery procedure 	Yearly	
Access to off-site venues	Ensure all school visits and trips are accessible to all pupils.	<ul style="list-style-type: none"> • For each venue attended, we check beforehand that the venue is accessible and a risk assessment is carried out. • Ensure means of transport are vetted for suitability. • Include specific pupils on risk assessments • Consider if booking a taxi is necessary to ensure access to off-site venues where journey by public transport is too arduous for a pupil/pupils. 	Ongoing	

Access to the Physical Environment

Area	Compliance status	Action Required	Timescale	Outcomes
Aurora Classroom	Ramp access in place, disability toilet inside the unit	<ul style="list-style-type: none"> No immediate changes required 	Ongoing	
PDC	Ramp in place	<ul style="list-style-type: none"> No immediate changes required 	Ongoing	
Disability Toilet	Ground floor near parents' room, main entrance and office	<ul style="list-style-type: none"> No immediate changes needed 	Ongoing	
Medical Facilities	Equipment and medicine stored in main office with care plans and named trained adults	<ul style="list-style-type: none"> Have correct first aid facilities in place in the new building (needs to move to next section). 	When new built office in place, c June 2017	
Main Building	<p>N.B. Installation of a lift to provide access to first and second floor have not been considered feasible to date, due to a narrow staircase restricting access to suitable fire escape for disabled pupils – currently classes are rearranged where necessary to use the ground floor .</p> <p>Ramps for front door, PDC and disabled toilet in place since 2011.</p> <p>Hand rails are in place on both sides on stairs and maintained.</p> <p>New Building regs will apply to new offices, Nursery, hall and library.</p>	<ul style="list-style-type: none"> Consider back door ramp access to main building? Portable ramp? Although there is access via the front door Consider back door ramp access to EYFS classrooms from playground? Portable ramp? Although there is access via the front door via corridor Risk assessments needed for each change of temporary classroom location or playground closure and PEEPs taking account of building works Check that ramps and handrails in the new build meet recommended specifications Check intercom in new build meets recommended height specifications 	<p>2015</p> <p>2015</p> <p>As building works occur</p> <p>When new build complete</p>	
Signage/ Colour coding	Colour coding indicated direction of travel for corridors.	<ul style="list-style-type: none"> Consider colour coding for corridors enhancing recognition of emergency evacuation procedures Emergency exit route plans are displayed by each classroom Increased signage and colour coding may be required to meet the needs of staff and pupils in the next few years if needed e.g. contrasting colours between walls and doors for pupils with visual impairments, flashing lights on fire alarm, bells for hearing impairment Clearer signage including pictures as well as text 	2015-16	

Fire Alarm System/ Evacuation of Building	Pupils who may need additional support in the event of an emergency evacuation of the buildings have been identified and a Personal Emergency Evacuation Plan has been completed for each of these pupils.	<ul style="list-style-type: none"> Personal Emergency Evacuation Plans require updating annually and/or as pupils generally move to a new classroom each September and for temporary classroom relocation during building works 	Yearly	
Garden Area	Garden area accessible to wheelchair user with wide gates and paths wide enough for wheelchair use with ramped access.	No further action required	Ongoing	
Reception Area in Main building	Reception counter is at maximum height of 800mm with knee space underneath.	Plans for new build maintain this	Ongoing	

Access to written information

Area	Targets	Action Required	Timescale	Outcomes
Written Communications (brochures, newsletters etc)	Ensure communications to pupils and parents are available in an appropriate format for those with special needs and/or disabilities.	<ul style="list-style-type: none"> Review format of current electronic communications and materials and the special arrangements for those with SEND Use photographs and pictures where possible Share content of important (non-confidential) school communications with children Communicate orally with parents where appropriate 	Ongoing review of documents	
Communications for pupils and parents for whom English is not their first language	Ensure pupils and parents for whom English is not their first language have access to information.	<ul style="list-style-type: none"> Multilingual signage needs to be reintroduced around the school. Consider Translation Tool to be added to website to allow multi-lingual access Interpreters booked for parental meetings where appropriate Use of community interpreters and staff interpreters 	Ongoing review of documents	
Communication for hearing impaired	We have sign language interpreters at level 1	<ul style="list-style-type: none"> No further action necessary 	Ongoing	

This plan will be reviewed at regular intervals, especially during refurbishment and new building works, when changes to the learning environment occur.