

Grange Primary School



Accessibility Plan

May 2023

Belong

Believe

Achieve

Approved by: [Name] Date: May 2023

Last reviewed on: May 2023

Next review due by: May 2024

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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 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

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.

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place. Under this Act schools have two duties Schools have a general duty to:

a) eliminate discrimination, harassment and victimisation on the basis of any of the protected characteristics

b) advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it

c) foster good relations between people who share a relevant protected characteristic and persons who do not share it. They also have a specific duty:

- to publish information which shows how they are meeting their general duty (outlined above). This must be updated annually
- to prepare and publish one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Grange Primary School Statement on Equality

Grange Primary School is committed to equality both as an employer and a service provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation. We are committed to:

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our Junior Leaders.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour. We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it. This statement meets our specific duty to publish information every year which sets out how we are doing this. 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: our pupils, parents/carers, staff, governors, Southwark Council and external providers.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of associatio

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT PRACTICE | GOOD | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|-----|------------------|------|------------|---------------------|--------------------|-----------------------------|------------------|
|-----|------------------|------|------------|---------------------|--------------------|-----------------------------|------------------|

| AIM | CURRENT PRACTICE | GOOD | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|------|--|---|---|-------------------------------------|--|
| <p>Increase access to the curriculum and the achievement within it for pupils with a disability</p> | <ul style="list-style-type: none"> • Our school, through quality first teaching, offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum including: <ul style="list-style-type: none"> - Targeted intervention tracked through the school's provision map - Visual word banks - CPA in Maths - Colourful Semantics - Speech and Language | | <p>Continued development of differentiation through all lessons</p> <p>Fully implement Branch Maps to assess children yet to access the National Curriculum in Key Stage 1 and Key Stage 2</p> | <p>CPD for staff, advice from external agencies, lesson observations, learning walks, pupil voice</p> <p>Offer training to staff on how to access Branch Maps so staff feel confident in assessing children working below the NC.</p> | <p>Senior Leadership Team</p> <p>SENDCo and SLT</p> | <p>Ongoing</p> <p>December 2023</p> | <p>All children to progress more where differentiation is subtle, yet effective</p> <p>Staff to confidently assess children working below the NC and speak confidently about these pupils in pupil progress meetings</p> |

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| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> • Large corridors and doorways so accessibility for all is achieved • Disabled toilets on every floor • Regular contact with Occupational Therapists and physio to ensure accessibility • Individual Risk Assessments | | <p>Stair climber to be installed</p> <p>Review other methods to make our other floors more accessible for all learners</p> | <p>Stair climber to be delivered and training delivered</p> <p>Investigate other ways to make our school more accessible</p> | <p>OT/Physio/SENDCo and TAs</p> <p>OT/Physio/SENDCo</p> | <p>September 2023</p> <p>ongoing</p> | <p>Children with disabilities can access lessons on 1st and 2nd floor with staff confident in using the stair climber</p> <p>More access routes other than stair climber</p> |

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| Improve the delivery of information to pupils with a disability | <ul style="list-style-type: none"> • Signage around the school • Translators when needed • Makaton trained staff • Pictorial lanyards used • Visual communication booklets • Transition booklets | | Improve all communication method for our non-verbal learners | More Makaton training and fluidity towards visual lanyards | SENDCo to work with Cherry Gardens in providing CPD for staff | Ongoing | More techniques used throughout the school to provide communication for our learners |
| Improve staff confidence in supporting children with more complex medical conditions | <ul style="list-style-type: none"> • National college First aid and allergy training | | Tailored medical training for staff for specific medical conditions | CPD for all staff to support children with more complex medical needs | SENCo and School Nurse | ongoing | Staff have confidence in looking after children with more complex medical needs |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school's governing body, Headteacher and SENDCo.

It will be approved by the school's governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality and Inclusion Policy
- Special educational needs (SEN) information report
- SEND policy