

Policy Document for: Accessibility at Grove Park School
Reviewed: November 2023
Due for next Review: November 2026

Additions/amendments in this version

	<i>Updated to changes references to include HT and changing to BA MAT policy</i>
<i>Sept 25</i>	<i>Update to library refurbishment in Scope of Plan section</i>
	<i>Update to Section 2- Increase the extent to which disabled pupils can participate in the schools' curriculum now highlighting additional services and the use of the Rainbow room.</i>

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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. 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.

The Schools within Bourne Alliance MAT strive to ensure that the culture and ethos 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.

Aims

The Trust aims to include ALL pupils in the full life of the School therein. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Continually reviewing the school curriculum to ensure it is diverse and representative for all our pupils, including inclusive curriculum resources
- Planning out of school activities including all school trips and excursions so that all pupils can participate, regardless of barriers
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for all pupils
- Planning the physical environment of the school to cater for all needs
- Ensuring the resourcing for the playground is inclusive
- Ensuring our offer of extra curricular activities (after school and lunch time clubs) are fully inclusive for all pupils and informed by pupil voice
- Raising awareness of SEND amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for pupils of all ages and stages of development – using resources such as Communicate in Print
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- By examining our library and reading books to ensure they are inclusive of all children
- Ensuring all the policies used in the school are equitable for pupils, families and staff

See also the Equality information and objectives document which sets out our current priorities which is informed by [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428222/Equality_Act_Advice_Final.pdf)

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Scope of the plan

This plan covers all three main strands of the planning duty:

1a. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services:

It is the aim of school to constantly update and improve the physical environment of the school and also the physical aids to access education. The physical environment includes such things 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, induction loops and way finding systems.

A 3 yearly accessibility audit is undertaken to support identification of areas which require further development. The Trust considers accessibility when planning building works or refurbishments.

- There is good access to all parts of the school. Ash building is on one floor and has level access from the front and around the back of the school. Serengeti building is on 2 floors and has ramps to access all sides of the building, with a lift in the building. There is an evacuation chair on the top floor of the building
- All entrances have doors wide enough for wheelchair access and all door handles are at an acceptable height for reach.
- Classroom upgrades have been completed with new fire doors/automatic door closers to support younger children and those with physical disabilities to freely move from their classroom, whilst being fire safe
- Both playgrounds are accessible – both can be accessed from the front of the school, as well as from the classrooms
- Staff car parking is located in a level, enclosed area to the front of the school and there is a ramp to the path to access the front of the school
- Parents of disabled pupils/disabled parents can access the staff car park to enable them to safely drop off/collect their children with prior arrangement with the school office
- There are limited disabled toilets and washing facilities in the school at ground floor level in Ash building which are on the Estates Asset Management Plan to improve
- The staff room is on the ground floor in Ash building which is accessible to all staff. This will have an automatic door closer added to support accessibility for staff at break and lunchtimes
- The staff sign in facility is at DDA height
- A new family room is in place in Ash building which has level access
- Where access control keypads are installed, these are at DDA height.
- The library has been recently moved and refurbished which provides a welcoming and interesting space which is fully accessible as well as being multi functional.

1b. Physical aids to access education cover things such as IT equipment, specialist furniture and resources

Grove Park school has access to a range of specialist resources and these may be distributed to pupils as required. This is considered on an individual basis and through working with wider agencies as needed so the needs of the child can be met.

The schools can also request specialist arrangements for assessments e.g. KS2 SATS (extra time, use of amanuensis, large print papers as necessary).

This includes:

- Clicker 7 programme on a number of pupil laptops (to support typing work rather than writing)
- Easy graph pens and pencils
- Voice recorders
- Specialist chairs
- Sloped writing boards
- Communicate in Print resources to support children who have difficulties reading, or are unable to read

As a Trust, we aim to ensure that the needs of our disabled pupils, parents and staff, are taken into account at all times. Nevertheless, advice will be sought from the SENCO with regards to the specific needs of individual special needs pupils. This planning duty relates to the provision of aids or services in terms of the population (and future population) of the Trust. The SEN route however, relates to the individual. For example, a pupil with visual impairment might have low vision aids provided through their EHCP, but the Trust might, as a general measure, provide blinds and adjustable lighting through the planning duty. This must be taken into consideration at all times.

The **equality information and plan** sets out how the school sites are adapted to meet the physical needs of pupils and staff with mobility disabilities. Staffing policies make links to the Equality Act.

See also the **SEN Policy and Information report** for full details.

2. Increase the extent to which disabled pupils can participate in the schools' curriculum.

It is the aim of the Trust to constantly review and improve where possible access for all pupils to a full, broad and balanced curriculum. As already stated, this covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum and staff information and training.

- When children start in school, information is gathered ahead so that we can put into place what will be needed
- Information about the needs of pupils is shared with relevant staff, with support from the Inclusion team
- Individual Learning Plans are created as needed, which are reviewed every 6 weeks with the class team, SENCo and a senior member of the team
- Speech and Language is delivered through working with an external specialist and experienced staff in school
- Communicate in Print resources are made available, along with use of visual timetable
- NELI is used in EYFS to identify and close gaps in language
- All classrooms use physical resources for all children to support teaching, such as manipulatives in maths, now/next boards and scaffolded resources (additional adult support, modelled examples, learning linked to next steps in ILPs etc)
- Additional services are provided to support mental health i.e. Trauma informed staff, Play therapy.
- The Rainbow Room is a well resourced additional space, that is fully accessible to all children and provides bespoke resources to enable all learners.

The Trust will continue to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. It is our intention to ensure that the accessibility strategies and plans are in direct response to the changing needs of the school population and also to the particular needs of individual pupils as they join the school.

- Any child with a mobility issue – acute or chronic – will have a Personal Emergency Evacuation Plan written so they can evacuate safely. Risk assessments and/or Health Care Plans are written for children with additional needs such as food allergies. Staff are epipen, asthma and epilepsy trained and aware.
- Some children may additionally have a Risk Assessment written with their parents so that any risks or barriers faced by the child in fully accessing school life have been considered and mitigated for
- Risk assessments are considered and adaptations made to ensure that pupils with SEND can access all elements of the provision, school trips, PE and school clubs.
- Class facing staff receive ongoing training on a range of SEND needs such as dyslexia, dyspraxia and Irlen to raise awareness and inform staff as to best practice.
- Class staff receive ongoing training on SEND and making reasonable adjustments – such as adapting the behaviour policy to adapt to the needs of individual pupils

Our curriculum offers physical, academic and practical approaches to accommodate all kinds of learners. It also allows our teaching staff to work collaboratively, to develop flexible, immersive and exciting lessons, which enables all our children to flourish. This approach means that all children can access the curriculum, with their work presented in different ways (not necessarily written) so SEND barriers do not reduce their accessibility and the children's opportunities.

All clubs – both lunchtime and after school – are fully inclusive, with pupil voice informing what is on offer.

The PE curriculum includes a specific, progressive topic focusing on Inclusive Games – such as archery, bowls, boccia and disc golf and games for reduced vision (roller ball, speed stacks, blind football). This is to teach children empathy and greater understanding, as well as ensuring the curriculum is fully inclusive.

All members of staff and children have an Office 365 account so that they can work digitally. Office 365 includes Immersive Reader which can read aloud and offer other settings to increase text size, change screen colours and highlight only a few lines of text at a time to support accessibility. Staff have been trained in using Immersive Reader and so they can support pupils and parents with additional needs.

3. Improving the delivery of information to pupils with disabilities

The staff within the Trust will ensure that information normally provided by the school in writing to the pupils, such as handouts, timetables, textbooks, information about school events etc is made available to disabled pupils in a format that they can understand. Where necessary, we will ensure that alternative formats are available such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or through IT means such as Immersive Reader. This information will also be made available within a reasonable time frame and take account of the pupil’s disabilities and pupils’ and parents’ preferred formats.

At the present time there are no pupils, staff or parents who require alternative formats as stated above, which cannot be delivered on a one to one basis by staff but again guidance from the SEN Co-ordinator will be sought by the Trust in response to the particular needs of individual pupils within the schools.

Monitoring

The Trust recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Rewards
- Sanctions and Exclusions
- SEN practise and register
- Effects of Literacy and Numeracy Strategies
- Selection and recruitment of staff
- Governing Body and Trustee representation
- Parents attending consultation meetings.

Action Plan

Identified in		Next steps	Action by	Time frame
Accessibility plan	Disabled toilets	Added in Asset Management Plan to be improved (VS5.4)	Estates	26/27
Accessibility plan	Surface edges	All surface changes to be repainted to support those with visual difficulties – part of Asset Management Plan (VS3.9)	Estates	25/26

Accessibility Audit

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	Yes
How many disabled parking bays do you have?	2 bays – 1 at the front of the school close to the main reception and 1 at the bottom end of the car park, close to the side gate to the playground

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	Yes
Does the main school entrance have power assisted doors?	Yes – front gate No – entrance into the front reception area
Are there any other doors in the school with powered openers?	No
How many classrooms does the school have in total?	14
How many of these classrooms are accessible from the main entrance to the school building?	All
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	None
How many of the external classrooms have ramped or level access suitable for wheelchair use?	n/a

Toilets / Hygiene rooms	
Does the school have any accessible toilets and if so, how many? (See note 1 below)	Yes 1 on ground floor of Ash building – recent upgrade have been completed to all pupil toilets within this building. 1 on ground floor of Cedar which requires upgrading to be fully accessible 1 on top floor of Cedar which requires upgrading to be fully accessible
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	No
Does the school have a hygiene room with shower? (See note 2 below)	No
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	n/a
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	No

Hoists	
Does the school have any hoists and if so how many?	No
Which rooms are the hoists situated in?	n/a
Are the hoist(s) any of the following:	n/a
Mobile (on wheels)	n/a
Ceiling track hoist - fixed	n/a
Ceiling track hoist – moveable (H track)	n/a

Specialist teaching equipment	
Does the school have any height adjustable desks?	No
Does the school have any height adjustable science / DT equipment such as food technology?	No
If yes to either of the above, please confirm which classroom types they are located in.	

Playground / playing field	
How many formal hard play areas does the school have?	2
Do the hard play areas have level or ramped access?	Yes
Does the school have its own playing field with level or ramped access?	Yes
Does the school have an offsite playing field with level or ramped access?	N/a

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	Yes
Fold up / down wheelchair stair lift	n/a
Small vertical wheelchair platform lift (box type)	n/a
Conventional passenger lift	Yes
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	No

Hearing/Visual Impairment	
Does the school have any of the following and approximate quantity of each (all, some, none)	
Contrasting doorframes	All
Coloured handrails	Some
Coloured steps	No
Tactile paving	No
Hearing loops	No
Soundfield systems	No