



Grove CE Primary School

Let your light shine

Accessibility Plan 2024 – 2027

This policy is to be read in conjunction with our Single Equality Policy and Special Educational Needs Policy

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The Equality Act 2010 defines disability as ‘...a physical or mental impairment which has a long-term or substantial adverse effect on their ability to carry out normal day-to-day activities.’ ‘Long-term’ is defined as being a year or more, and ‘substantial’ as more than trivial. This definition includes sensory impairments and long-term health conditions.

At Grove CE Primary School, we value all members of our school community and enthuse all to become lifelong learners equipped for the future by providing an excellent education through a welcoming, safe, happy and supportive community. We strive to provide an inclusive, positive environment for all, regardless of ability, race or gender.

Schedule 10 of The Equality Act 2010 requires all schools to have an Accessibility Plan.

The purpose of Grove CE Primary School’s Accessibility Plan is to meet the requirements of the Equality Act and to support:

- 1) Increasing the extent to which pupils with a disability can participate in the curriculum;

- 2) Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;

- 3) Improving the availability of accessible information to pupils with a disability.

Grove CE Primary school recognise that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

Grove CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

1. Improving access to the curriculum

Current Good Practice

- All staff are committed to ensuring that every learner has equal opportunity to take full advantage of the whole range of educational experiences we offer.
- There are opportunities for all pupils to learn outside the classroom in the school grounds, on school visits and residential trips as well as extra-curricular activities such as after school clubs. Additional support may be provided for pupils with disabilities. Parents are invited to accompany specific children on school visits if appropriate.
- Teachers use a range of strategies to meet the needs of all children. Lessons have clear learning objectives; we differentiate work appropriately and use assessment to inform the next stage of learning.
- Pupil Profiles (Individual Plans) are used where a child has an identified SEN or disability. These are reviewed three times per year. This ensures the profile of pupil groups remains high. This provides staff with any information about a child including medical, SEND, etc.
- Specialist resources are used as required e.g. writing slopes, wobble cushions, coloured overlays.
- The SENCO works extensively with staff and parents to review progress and plan appropriate learning. Children with dyslexic tendencies have access to coloured exercise books or overlays e.g. yellow.
- Classrooms have visual timetables and now and next boards which provides information to children and staff.
- The school offers a broad and balanced curriculum to all children. The curriculum is differentiated so children access at their age and stage of development.
- ICT accessibility tools are used as appropriate for individual children including immersive reader, dictation, for example.
- We actively seek advice and support from outside agencies so that we can adapt the curriculum according to pupils' needs. We also have links with Fitzwaryn School through the local schools' partnership and Mulberry Bush where we can access advice or training where required.
- All Interactive whiteboards have a coloured (not white) background to reduce eye-strain & support pupils with dyslexic tendencies
- Pupils can use laptops, writing slopes and coloured overlays as required.
- In the staff room there is a medical noticeboard which highlights pupils' particular needs
- Personal Evacuation Emergency Plans are in place for all relevant pupils, staff & visitors
- Specialist programmes are in place for children with additional needs.
- Ongoing staff training programme so that all staff are kept aware of any new developments in accessibility or changes to practice.
- Curriculum progress is tracked for all pupils.

Name of School Grove CE Primary School				Date February 2024
Aim	Actions to be taken	Responsibility	Resources required	Success criteria
To encourage and support ALL pupils to attend after school activities, school trips and leisure activities.	<ul style="list-style-type: none"> Carry out audit of clubs attended, trips and visits. Encourage and support involvement in school community and wider school life. TA support used where necessary to help individual pupils to take part in activities. 	PE Coordinator / SLT	Adult resource where required	<ul style="list-style-type: none"> All pupils attend a variety of school clubs and play an important role in the school community. Children with disabilities / varying needs access school trips, special events and are supported at playtimes. Disabled pupils / pupils with varying needs articulate that they feel safe and well supported as an active member of school life.
To meet the range of children's needs with SEND across the school For example, class teachers plan a range of activities employing different learning strategies which facilitate access for a wide range of learners	<ul style="list-style-type: none"> Access outreach support if needed to work with individuals who have specific SEND needs. Provide updates and training for staff regularly when a child with a new and additional needs enters our school. Increase/adapt TA provision as necessary to meet the wide range of needs. Early identification of children with learning difficulties/additional needs in order to develop a more 	SENCo / SLT	Training as required Ed Psych and other outside agency support	<ul style="list-style-type: none"> Disability and medical records are up to date for current pupils and parents. Appropriate provision and adjustments are in place where necessary. All staff aware of individuals needs and plans as appropriate. Developing staff confidence in strategies for differentiation and increased pupil participation and progress. Teaching demonstrates improved skills in using a range of strategies to support pupils with disabilities. Software is installed where needed and appropriate training given. Use of ICT software to support individual learning where appropriate

	<p>proactive approach to provision</p> <ul style="list-style-type: none"> • External Agency support when necessary. • Ensure PPA time is used effectively. • Observations to identify strengths and weaknesses and support staff / children depending on focus/need. • Carry out deep dives into specific curriculum areas and identify targeted support. • Audit use ICT and train staff as appropriate 			<ul style="list-style-type: none"> • Wider use of SEND resources in classrooms • Advice and recommendations from External Agencies are embedded in planning and practice.
<p>To remove (emotional) barriers to learning for children with SEND.</p>	<ul style="list-style-type: none"> • Use of ELSA, HSCLW and support from peers to encourage children to identify and work on removing their difficulties. • High levels of pastoral support from teachers / Head teacher / support staff to encourage and nurture • Train staff in expected behaviours for learning • Social Emotional curriculum used for those who need it. • Social stories used • Children greeted at the door daily by their class teacher and share which colour they are as they enter. 	<p>SENCo / SLT / Class teachers</p>	<p>HSLW time ELSA time</p>	<ul style="list-style-type: none"> • Children will be able to identify, regulate and manage their emotions. • Children will develop good behaviours for learning and to be more able to successfully access the curriculum.

	<ul style="list-style-type: none"> • DEN used as a space for children to calm down. • Year 5 classroom used at lunchtime for those who wish to play inside. • 			
Ensure children have the right resources to be able to learn effectively.	<ul style="list-style-type: none"> • Regular staff meetings to review pupils and discuss their needs. • Resources identified and ordered. • Class teachers use Oxfordshire Guidance Document to identify individual needs and specific provision. 	Class teachers	Cost of resources as required.	<ul style="list-style-type: none"> • Effective range of resources, recorded, organised and accessible. • Additional appropriate resources are purchased when necessary.

2. Improving the physical environment

Current Good Practice
<ul style="list-style-type: none"> • We have a large school site with 4 buildings that are single story and accessible to all.

- Ramps have been provided to access our Reception Class (Oak), Key Stage 1 classes, the back of the hall, the rear of Key Stage 2 classes and access to the Beech and Rowan mobile classroom with handrails to all.
- Classroom and corridors are well organised and tidy
- The nosing (edge) of steps is marked to support access for those visually impaired e.g. contrasting colour (yellow) paint on the edge of each step or stair.
- There are accessible toilets in the main school building, Oak classroom and Rowan
- There is a disabled parking space available by the ramp to the school office.

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To ensure that (physical) access needs of pupils, staff, governors, parents and visitors with disabilities are known.	<ul style="list-style-type: none"> • Be aware of staff, governors and parents access needs and meet where appropriate. • Ask visitors on arrival if they have access needs • Signage in reception area 	All staff		<ul style="list-style-type: none"> • All people working in and visiting the school are able to access the building and the surrounding physical environment. • All staff, pupils, governors and regular visitors feel that their physical and sensory access needs are met, in and around school.
To continue to ensure that all staff and pupils can be safely evacuated in the event of a fire or other emergencies.	<ul style="list-style-type: none"> • Review fire evacuation procedures in line with peeps where necessary • Teachers with pupils with disabilities to inform HT if any issues with access or mobility arise. • Signage checked regularly to ensure suitable 			<ul style="list-style-type: none"> • No physical barriers that may prevent people from evacuating the building in an emergency • Personal, Emergency Evacuation Plans (PEEPS) in place. • All disabled/SEND pupils and staff working alongside them are safe in the event of a fire. • All fire drills are successful and children are evacuated safely and efficiently.

				<ul style="list-style-type: none"> Playground, step, fire exit signs and markings are clear and regularly refreshed.
To ensure that the physical and visual environment is engaging, informative and suitable for all.	<ul style="list-style-type: none"> School (Staff and Governors) to consider the needs of pupils staff and visitors with physical difficulties and sensory impairments when planning improvements. Medical needs / conditions are considered e.g epilepsy, visual impairments when selecting colours or patterns in the classroom Seating arrangements considered for all children 			<ul style="list-style-type: none"> Visually impaired and those with physical difficulties feel safe and confident to access and negotiate the school grounds. Displays and signs are clear and there are visuals displayed to support communication.
To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.	<ul style="list-style-type: none"> Establish whole school system of identifying children with physical difficulties – INSET and staff meetings. Teachers to review pupils seating positions in respect of changes to noise in classrooms, e.g. open window. 			<ul style="list-style-type: none"> SEND is on every collective meeting agenda. Appropriate External Agencies involved. Handover of information in Summer term is effective. SEND staff meetings to support classroom management. Class visits to monitor the quality of provision are effective.

3. Improving the delivery of information

Current Good Practice
<ul style="list-style-type: none"> • We communicate primarily with parents/carers, families and communities using Teacher to Parent, email, newsletters and through social media and our school website. • We are also able to translate letters into other languages where needed. • We speak to parents face to face when required and especially when we know that parents or carers may be unable to access the written word or to make sure that they have understood relevant information. • SENDCO works extensively with teachers, TAs and parents and will complete all EHCP/statement reviews • Children with dyslexic tendencies have overlays (non-white) to support visual strain • Children with visual impairments have their work enlarged so they can access the task • All classrooms have visual timetables to provide information for pupils and staff. • The school website signposts parents to SEND support network • The SENDCO provides regular SEND drop-ins for parents with concerns. • The SENDCo provides coffee mornings for families of children with ASC

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<p>To continue to enable parents with IT/literacy difficulties to access information sent from school. e.g class letters, newsletters, school reports, assessment information.</p>	<ul style="list-style-type: none"> • To identify parents who have IT /literacy access difficulties. • HT meetings with identified parents and discuss concerns/issues they have with accessing information. • Establish a school system for recording if a parent has a disability or difficulty accessing information. • Office to keep note of parents preferred method of communication and report back to Class Teachers . • Head to liaise with office staff about alternative methods of communication Provide access to Teachers 2 parents during the school day 			<ul style="list-style-type: none"> • Paper copies are sent home where required. • Class teachers and the HSCLW support parents who cannot read. • Adapted copies of information are provided where appropriate – coloured sheets, larger font etc.
<p>To continue to ensure that all parents, (especially those who are unable to come to school because of physical difficulties), can access information about school policies, homework and specific data relating to their child – either online or as a hard copy</p>	<ul style="list-style-type: none"> • Policies on the school website • Class teachers issue homework with clear instructions to help support children with SEND/additional needs. • Investigate the possibility/options for a facility to translate text on the school website. 			<ul style="list-style-type: none"> • Policies and key documents are on the school website. • Hard copies of Assessment reports are sent home • Class Dojo is used effectively to communicate with parents across the age ranges. • Hard copies of Pupil profiles are sent home.

	<ul style="list-style-type: none"> • Information is accessible online – via the school website. • Class Dojo posts can be translated into home languages. 			
To ensure parents of children with SEND have access to relevant information about where to access help and support, both from school and from external agencies	<ul style="list-style-type: none"> • Use of Home School Community Link Worker and ELSA to support children and families. • Ensure SEND local offer link on website. • Termly Pupil Profile meetings 			<ul style="list-style-type: none"> • HSCLW and SENCo meet with parents and signpost for support. • TAF meetings identify and enlist support from the wider community. • Link to Oxfordshire SEND local offer is on the school website.

Accessibility Audit

Name of School: Grove CE Primary School				Date Feb 2024
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	All entrances to the main school building are accessible by a permanent ramp. There are no automatic doors.	Continue to ensure all entrances are well maintained and accessible to all.	SLT/Governors	On-going
Reception Area				
Parking area	Parking bays are marked in the school car park. There is one disabled parking bay marked near the main front door.	Maintain the line marking in the car park to ensure it is clear where the disability space is.	HT/Governing Body	On-going
Number of floors	All classrooms are on the ground floor.	Keep Accessibility Plan under review, taking account of statutory requirements, for any possible future building works.	SLT/Governing Body	On-going
Lifts	There are no lifts in the school	None		
Ramps	Ramps into the main building are permanent.	Continue to monitor the ramps up to Beech and Rowan as these are wooden and need to be maintained.	SLT/ Governors	On-going
Toilets	There is an accessible toilet in the main building in the hall. This is accessible to staff and children as well as parents/carers and visitors.	Continue to ensure well maintained	HT/Governors / Cleaners	On-going

	There is an accessible toilet in Rowan and Oak buildings too.			
Corridor access	The corridors in the main building are all on the ground floor. They are carpeted or have lino on the floor Fire doors do not open automatically. They all have push bars to open them	Continue to ensure corridors are kept obstacle free to facilitate use.	SLT/Governing Body /All staff / Cleaners	On-going and as needed
Signage	There are signs and information which helps parents and visitors with access to the school. All classroom labelled with class name.	To ensure there is a sign at the main entrance so that if accessibility support is needed, school staff can assist.	Office Manager	July 2024
Emergency access routes	All escape routes lead to the playground. They are all accessible except for Years 3 – 5 where there is one step from the back door to the playground. If a site evacuation is required, we have emergency plans in place to move to the local church. The route to the church is accessible.	Continue to ensure signs are well maintained and exits are clear. Order new signage if needed.	HT	As needed
Pathways	Pathways are visually checked daily and kept clear of obstacles	None		
Playing fields/ playground	The school field and playground is accessible	None		
Classrooms	There are 5 classrooms within the main building with ramp access to main doors within this building	Ensure ramps to mobile units remain undamaged.		July 2024

	There are a further 2 classrooms in mobile units with ramp access.			
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The Accessibility Plan will be monitored through the Governor Resource Committee

Approved: Resources Committee

Date: March 2024