

Grazeley Parochial Primary School

“Be courageous. Be strong. Do everything in love.”

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

ACCESS POLICY AND PLAN

DATE OF LAST REVIEW :

September 2023

REVIEWED BY :

Headteacher

APPROVED BY:

Headteacher

DATE OF NEXT REVIEW :

September 2026

Version	DATE	DESCRIPTION
10	24/8/23	Updated to include reference to the lift at the end of the KS2 corridor

ACCESS POLICY AND PLAN

1 Introduction and Statement

Grazeley School has due regard to the Equality Act 2010, which requires Schools to have an Accessibility Plan

This document complements the aims and achievements of the Equal Opportunities Policy (EOP). It identifies the targets that the School needs to meet, or states policies that are already in place that make our school “accessible for all”.

Where targets for implementation or improvement are identified, the planned actions are stated along with reasonable timescales.

At Grazeley School we are committed to ensuring equal treatment and accessibility for all, including those with any form of disability.

By “all” we mean anyone involved in the school community including pupils, employees, parents, carers, governors and visitors.

We will reduce and eliminate barriers to accessing the curriculum and will ensure full participation in the school for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they employees, parents, careers, governors or visitors in order to ensure their full participation in school life.

We aspire to a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the safe knowledge that they will receive a positive, supportive and inclusive response that facilitates their full participation in a full range of activities.

We recognise the inherent value of parents’ knowledge of their child’s disability and its effect on their ability to carry out normal activities. We respect the rights of the parents and children to confidentiality.

We provide all our pupils with a broad and balanced curriculum. This is differentiated and adjusted to meet the needs of individual pupils and their preferred styles of learning. Our curriculum supports the key principles of the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society.
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life.
- By making each letter in one movement, children’s hands develop a ‘physical memory’ of it, making it easier to produce the correct shape

2 Ownership of the plan

The Governing Body is responsible for the Access Plan.

The EOP and the Access Plan involve every aspect of the school’s operations. Aspects of the plan fall, therefore, within the remit of many of the Governing Body Committees including, but not limited to Teaching & Learning, Resources and ICT.

The Access Plan is sub-divided into three main categories:

- Curriculum Delivery (Teaching & Learning Committee)
- Physical School Environment (Resources Committee)
- Provision of Materials (Resources Committee)

Responsibility for ensuring the school meets its obligations and targets under each category is delegated to the committees indicated above. The Full Governing Body is however, expected to review and sign off the policy on an annual basis

3 The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. Schools are required to have due regards to:

Eliminate discrimination and other conduct that is prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all characteristics – including between people who share a protected characteristic and those who do not.

The equality duty covers the nine protected characteristics – age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governing body is required to prepare an accessibility plan and any “further such plans at such times as may be prescribed”.

The purpose of this plan is to:

- Increase the extent to which disabled students are able to access and participate in the curriculum. (See Table 1 – Access to the Curriculum)
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided or offered by the school (See Table 2 – Access to the Physical Environment).
- Improve the delivery of information to disabled students that is readily accessible to students who are not disabled. (See Table 3 – Access to Information).

Definition of Disability

The Disability Discrimination Act 1995, defines disability as the following:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”.

Reference to Disabled people includes disabled children, young people and adults as pupils, employees, parents, carers, governors and other members of the wider community that might use the school premises for leisure or other activities.

The definition of disability covers a broad spectrum of impairments, including but, not limited to:

- Cancer
- Diabetes
- Epilepsy
- Multiple Sclerosis
- Hearing or Sight Impairments
- Mobility Difficulties

- People with Mental Health Conditions or Learning Difficulties/Disabilities.
- HIV

4 The Plan:

Key Objective

To create a rich environment that enables disabled pupils to participate fully in the school family by identifying and eliminating or mitigating barriers that may prevent this.

Key Responsibilities

We recognise that the following Key Responsibilities underpin the duty:

- Not to discriminate against disabled pupils in their admission and exclusions.
- Not to discriminate against disabled pupils in the provision of education and any associated services.
- To take all reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To ensure that all disabled pupils are treated equally, including by their peers.
- To publish an Accessibility Plan.

Our Principles and Values

Our principles and values encompass:

Compliance with the requirements of the DDA and SENDA is key to all school policies.

- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- We provide all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- We recognise the parents' and child's right to confidentiality
- Our school values of Love, Courage, Hope and Peace embrace inclusivity and embody our approach.

When performing their duties, all staff and governors will have regard to the Equality and Human Rights Bill 2009.

Activities

We undertake to meet our objectives by developing three key areas:

Access to the Curriculum

- We will regularly assess our curriculum provision to pupils and use this information to better tailor the curriculum to pupil requirements.
- We will create a challenging curriculum where appropriate learning challenges are set and progress of an individual's achievements can be recorded and assessed.
- We will seek and follow the advice of services, such as other schools, external professionals, the LA and Government and other independent bodies to achieve and maintain best practice.
- We will benchmark against other schools of similar size and in the local area.
- We will continue to follow and endorse the key principles of the National Curriculum Framework.

- We will use intervention and support programmes to aid and facilitate pupil learning where appropriate.

Access to the Physical Environment

- We will audit the school premises, facilities and environment on an annual basis. We will use this audit to develop ways of making the physical environment more accessible to people with disabilities.
- We will take into account and aim to meet the requirements of Education and Health Care Plans (EHCP) where appropriate.
- We will consider how different impairments have specific requirements and how these can be catered for within the school environment.
- We will consider ways to provide the most suitable aids and resources outside of the pupils SEN, or health, provision.
- We will seek and follow the advice of services, such as other schools, external professionals, the LA and Government and other independent bodies to achieve and maintain best practice.
- We will benchmark against other schools of similar size and in the local area.

Access to Information

- We will annually audit existing methods of providing information and the media utilised and will seek to develop these to improve accessibility.
- We will look to work with Local Schools, outside professionals, the LA and Local support services to source the best materials at an appropriate cost.
- We will include parents, carers and pupils in the choice of the most suitable media for the individual pupil.
- We will benchmark against other schools of similar size and in the local area.

5 Linked Policies

The plan will contribute to the review and revision of related school policies. These include:

- School Development Plan
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Curriculum Policies, especially PSHE
- Off Site Activities Policy
- Health & Safety Policy
- Lettings Policy

Publicising the plan

Copies of the plan are made available to all existing and/or prospective parents via the following:

- School Website
- On application to the School

Review

This policy will be reviewed annually.

Table 1 – Access to the Curriculum

Aim/Objective	Current Good Practice (includes established practice and practice under development)	Actions to be Taken	Person(s) responsible	Date to be completed by	Success Criteria
To increase access to the curriculum for pupils with a disability	School offers a differentiated curriculum for all pupils. Resources tailored to the needs of pupils who require support to access curriculum	Monitoring of progress of pupils with SEND through: Work scrutiny Lesson obs Data analysis	SLT and SENDCo	Ongoing Review at data points and annually	Pupils with SEND access the curriculum and make good progress.
To increase access to the curriculum for pupils with a disability	Visual prompts and resources including visual timetables, now and next boards, learning steps are used to facilitate access for all pupils where these are seen to be helpful	Monitoring of SEND provision through: Learning walks Pupil interviews SENDCo to offer advice to teachers with pupils with SEND in class to improve pupils' access to the curriculum	SLT and SENDCo	Ongoing	All pupils are able to engage positively with learning and consequently make good progress
To raise pupils awareness and understanding of pupils with SEND	Disability awareness is promoted in the curriculum, through school vision and values, assemblies and specific events, for example The Paralympics, Children in Need, Douglas Bader in Y1 curriculum	Ensure visitors to school reflect a range of cultures and disabilities. Review curriculum to explore further opportunities to build in disability awareness	SLT and SENDCo SLT	Once a term Ongoing	Pupils show understanding and compassion to those with disabilities
Staff have the appropriate skills and specialist training needed to	Staff working with pupils with disabilities receive specialist training	Review staff training annually and seek further training and refresher opportunities as needed.	SENDCo	Ongoing	Staff feel confident and skilled to be able to support pupils with SEND

support pupils with SEND					
Provision is adapted in classes to meet the needs of the individual pupils	Specialist provision is provided for example, sensory circuits	Review staff training regularly. Regularly review the impact the provision is having on each pupil and adapt provision where necessary.	SENDCo SENDCo	Once a term Once a term	Provision meets the evolving needs of pupils
	Specialist equipment is provided for classrooms for example fiddle toys, sensory cushions	Regularly review the impact the equipment is having on each pupil and adapt equipment where necessary.	SENDCo	Once a term	
To provide extended services for all pupils with disabilities	Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits	Review the inclusion policy of outside agencies who provide after school clubs	Headteacher and SENDCo	Ongoing	Extended provision meets the needs of all pupils with disabilities

Table 2 – Access to the Physical Environment

Feature/Item	Description	Actions to be taken	Person(s) Responsible	Date to be completed by	Success Criteria
Number of Storeys	The site is generally single storey. First Floor usually only accessible to staff	None at this stage	Headteacher and Governors	N/A	N/A
Corridors	Corridors provide access to wheelchair users and students	None at this stage in terms of design.	Headteacher and Governors	N/A Ongoing	N/A

	and visitors with additional needs	Regular inspections to ensure routes clear and free from obstructions.			
Lifts	None	N/A	N/A	N/A	N/A
External Access/Egresses	Entrance to KS1 and Y3 is fully accessible. There is one lift to KS2 next to Year 6 that is suitable for wheelchair users. (KS2 is wheelchair accessible from KS1) External access to Hall is not wheelchair accessible.	None at this stage as considered acceptable (but not ideal) for visitors. Carry forward consideration of ramped accesses (or external lifts) to KS2 and Hall.		Annual Review	All access/egress points become fully DDA compliant
Parking Bays	Disabled Parking Bays clearly identified in car park. Dropped kerb access. No tactile paving at crossing points	Repeated reminders in newsletters about not using these bays. Cones opposite bays to prevent cars being parked in.		Annual Review	Tactile paving added.
Ramps	See above – site is only fully accessible through KS1 entrance(s)	None at this stage as considered acceptable (but not ideal) for visitors. Carry forward consideration of ramped accesses (or external lifts) to KS2 and Hall.		Annual Review	All access/egress points become fully DDA compliant

Toilets	Toilets are fully accessible. Staff and Student disabled toilets are available	None	Headteacher and Governors	Ongoing	N/A
Reception Area	Review Entrance door (stepped access?) and layout	Capital project – review necessity/desire to improve.		Annual Review	Main Entrance to School becomes fully DDA compliant
Internal Signage	Displayed throughout the building	None	Headteacher and Governors	Ongoing	Signage is appropriate, clear and well maintained.
Emergency Escape Routes	Clearly signposted	None	Headteacher and Governors	Ongoing	Signage is appropriate, clear and well maintained.
All access points to the school are fully accessible					
Regularly review needs for current pupils	Ensure that the built environment meets pupils needs and provides a safe and welcoming place	Reviews of SAP/EHCP	SLT/SENDCo	Termly	All pupils are able to access all areas required for learning
Meet needs of new pupils	Ensure that the built environment meets pupils needs and provides a safe and welcoming place	Reviews of SAP/EHCP	SLT/SENDCo	Annually and as needed when new pupils join	All pupils are able to access all areas required for learning
Upgrade fire alarm so that it is visual and	Guidance for Design and Selection of fire alarm warning for	Upgrade existing system	Headteacher		Anticipatory compliant alarm system caters for

auditory (to suit hearing impaired)	people with impaired hearing – Clause 18 BS 5839-1:2002				any school pupil, employee or visitor
Personal evacuation plans for those that need them	Ensures safe measures in place for all pupils, teachers, staff and visitors	Reviews of SAP/EHCP	SLT/SENDCo	Termly	Ensures safe measures in place for all pupils, teachers, staff and visitors
Learning areas accessible for all pupils	Environment caters to and enhances the provision for all pupils	Review layout of classrooms to ensure needs of children using the space are met, including computer room, libraries and hall. e.g. any child who cannot sit on a stool has access to a low level computer	SLT/Teachers/SENDCo	Termly	Pupils not excluded from learning opportunities because they cannot access around the classroom or equipment

Table 3 – Access to Information

Target	Strategies	Timescale	Responsibility	Success Criteria
Provision of written material to pupils to meet their needs	Use of coloured paper Adjust text size Visual timetables	Ongoing	Teachers	Pupils always have access to written material which meets their needs at the appropriate time
Review documentation on website to check accessibility with English as an additional language and/or with disabilities in order that they are able to support their childrens learning	Review documentation and website	Ongoing	Headteacher and Governors	Website reviewed and updated as necessary All information on website is accessible