



ACCESSIBILITY PLAN

2025 to 2029

Date for full implementation

October 2025

Date for review

September 2026

Chair of Governors

Carol Kirkland

Headteacher

Daniel Kerbel

At Grange we believe in the dignity of every human being and we aim to welcome everyone in our school community and make them feel welcome and valued as a member of the community with dignity.

We believe that every member of our community should be always developing their powers of Confidence and Consideration – we call this the GRANGE CC WAY

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Realising potential Creating the Future embodies our work at Grange Primary School. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Grange Primary School.

Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils MUST be included according to this definition but we believe that we should actively Celebrate Difference and appreciate and value the beauty in each individual of our school. Diversity in our school is a fact and celebrating the difference through respect and appreciation is a core practice value of our school

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, with an aim to provide a projected plan for four years ahead period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents 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 reinforcing our culture of inclusion, support and awareness within the school. The Grange Primary School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments

to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- Grange Primary data system is available for all staff
- Advanced formative planning for students based on good information including from primary partners.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behavior)
- Providing tiered intervention as appropriate
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school.
- Progress Reviews enables all students to discuss their learning.
- Although 'P Scales are now defunct, we will use the engagement model where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations. We will use our tracking system - Pupil Progress grids with children not working at age-related levels clearly signposted and this translated into our tracking system Insight to formatively plan appropriately for them. In our ARMs unit we use even more sophisticated assessment tools to ensure progress for children working in the pre-formal curriculum stage due to learning needs.
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit different learning needs.
- Ensuring we deploy our Senior Support staff and Educators to maximise on all pupil progress.
- Ensuring all Educators are given continuous training to make them effective.
- Peer tutoring and 'buddy' systems such as CC Ambassadors
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

Priorities for 2025 – 29

- To improve the Curriculum overview so that it meets the needs of our diverse community including representation such as a focus on Black British History and the British Asian Community
- To improve the use of tracking data to ensure that the lowest attaining 20% of pupils make good progress
- To establish an audit of needs training schedule to ensure that all staff receive regular training to support children with special educational needs.
- To encourage students to use an alternative means of recording when appropriate by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology.
- To ensure the format of Home Learning projects are accessible for all students
- To encourage students to participate in pupil leadership opportunities
- To encourage students to access extra -curricular activities

- To develop the range of extra -curricular activities through student voice
- To ensure that pupils who are new to English are supported by a curriculum emphasizing rich vocabulary and peer work and educator support especially in Phonics to accelerate access to English
- To ensure that students have access to quality careers education, information, advice and guidance.
- To ensure that students, staff, parents, governors are consulted to ensure the development of the Accessibility Plan.

Improve access to the **physical environment** of the school, adding specialist facilities as necessary - these cover improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Physical Access – The Current Position

- The building is wheelchair accessible.
- 1 Disabled Parking Spaces in the main car park
- All parents are asked if they require access arrangements for Parents 'Evening
- Accessible toilet facilities available throughout the school.
- Space for small group work and individual work for targeted learners in Learning Support.
- A physical environment that is safe and welcoming.
- Sound system in Main Hall
- Handrails on stairs
- Coloured kerbs and edges of stairs
- Clear visual signage

Priorities for 2025 – 28

- To review the site annually using the Local Authority's accessibility framework.
- To address any concerns arising from the annual site inspection.
- To review the allocation, availability and state of repair of disabled car parking bays on site.
- To provide annual training for staff in relation Autistic Spectrum Condition, Hearing Impairment and Visual Impairment
- To consider an enhanced fire alarm system for those students with hearing impairment
- To consider the provision of an induction loop in the main reception.
- To consider individual amplification in the Main Hall.
- Supply a second set of portable external ramps for better wheel chair access via playground to enable movement between assembly halls

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

- Visual timetables are produced for identified students
- All information from Parents Information Evenings is placed on the website
- The Accessibility Plan is placed on the website
- Alternative means of recording features in Pen portraits and Teaching and learning Profiles
- Signers are used for parents when required
- Translators and interpreters are used in parents Evenings and meetings when required
- Private rooms are available for Parents Evenings when required.
- Alternative formats for home learning projects are available.

Priorities for 2025 – 28

- To liaise with external agencies as needed to ensure that written information is accessible for students and that enlarged books are available as required.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, Strategies and documents:

Curriculum Policy
Equality objectives Policy
Health & Safety Policy (including off-site safety) Special
Educational Needs Policy
Behavior Education Policy
School Development Plan
Asset Management Plan
School Prospectus

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The School Prospectus will make reference to this Accessibility Plan. The Accessibility Plan will be published on the school website.

Our School is committed to ensuring digital accessibility for people with disabilities. We are continually improving the user experience for everyone on our website and applying relevant accessibility standards in line with the Web Content Accessibility Guidelines (WCAG) 2.2.

The Accessibility Plan will be monitored through the Curriculum and Standards Committee.