



Grangefield School Accessibility Plan 2020-23

Purpose of Plan

This plan shows how Grangefield School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

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

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.)The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

The school opened in 2000. Since initially starting with 2 mixed-age classes the school expanded to a one form entry primary school by 207 and is now part way through the process of expanding to two form entry. It currently has 338 on roll, this will gradually rise to 420 by 2023.

Our accommodation is purpose built, roomy and in pleasant surroundings. Extensions have allowed for a library, music room, multi-task room and changing rooms. In 2017 a purpose built teaching block to house our Junior aged children was opened. The external environment continues to be developed by extending the playground, providing additional seating, constructing a Pirate Ship & adventure course, building raised beds, a willow trail, castle and amphitheatre.

Access

The school is compiled of 2 single story buildings with wheel chair access throughout. Corridors are relatively wide, particularly in the new KS2 building. Corridor and Class doors can be opened double if needed.

A Disabled toilet is available in the entrance lobby (Infant block) and street (Junior Block) Disabled parking has been allocated close to the main entrance and outside the school gates.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have some children diagnosed with Autism. At present we have no wheelchair dependent pupils, we do have wheelchair dependent parents.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, dyspraxia, autism and attachment.	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access / care / PEP plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs

Use ICT software to support learning	Make sure software installed where needed	As required	SENCO / IT	Wider use of SEN resources in classrooms
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Improving access to the physical environment of the school

Grangefield School has good access to the school buildings. We also have extensive school grounds. This is accessible to all our pupils and staff. Was this to alter, access will be supported when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools development planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	As needed	SENCO / Class teacher	Medical needs are met and all staff informed of individual cases. Medical reference sheets updated termly.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	On-going	All staff	Lively and inviting environment

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The schools IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	On-going	All staff / office	All parents receive information in a form that they can access
To review children's records ensuring school's awareness of any disabilities .	Information collected about new children. 1. Records passed up to each class teacher. 2. End of year class teacher meetings 3. Annual reviews 4. SEN meetings 5. Medical forms updated annually for all children 6. Personal health plans 7. Significant health problems –children's photos displayed on staffroom notice board / info	On-going & annual	All staff SENCO Office SENCO Office	Each teacher/staff member aware of disabilities of children in their classes

KL January 2020