



# Grangefield Primary School

## Accessibility Plan

|                   |                |
|-------------------|----------------|
| Last Review Date: | September 2026 |
| Next Review Date: | September 2028 |

## INTRODUCTION

This Accessibility Plan has been drawn up in accordance with the Equality Act 2010 and supports Grangefield School's commitment to ensuring equal access and opportunities for all members of the school community.

At Grangefield School, we are committed to providing an inclusive environment where every pupil is valued and supported to achieve their full potential. We recognise that some pupils, staff, parents and visitors may face barriers to participation and are committed to identifying and removing these barriers wherever possible.

The purpose of this 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 and adults to take better advantage of education, facilities and services.
- Improve the availability of accessible information to disabled pupils, parents, carers and visitors.

This plan should be read in conjunction with the school's:

- Equality Information and Objectives
- SEND Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- School Development Plan

## SCHOOL CONTEXT

Grangefield School is a two-form entry primary school serving the local community. The school is committed to ensuring that all pupils, regardless of disability, special educational needs, medical needs or other barriers, are able to access a broad, balanced and ambitious curriculum.

The school recognises its duties under the Equality Act 2010 and seeks to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage when compared with their peers.

Accessibility is viewed as an ongoing process and forms part of the school's wider commitment to inclusion, equity and excellence.

## DEFINITION OF DISABILITY

Under the Equality Act 2010, a person has a disability if they have:

"A physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

The school recognises that disabilities may be:

- Physical
- Sensory
- Medical
- Neurological
- Developmental
- Hidden or fluctuating

The school also recognises the overlap between disability, additional needs and barriers to learning.

## CURRENT ACCESSIBILITY ARRANGEMENTS

Grangefield School currently:

- Provides step-free access to teaching and learning areas.
- Maintains accessible toilet facilities.
- Makes reasonable adjustments for pupils with disabilities and medical needs.
- Ensures educational visits are planned with accessibility considerations in mind.
- Provides specialist support and advice through external agencies where appropriate.
- Uses adaptive teaching approaches to support access to learning.
- Works closely with parents and carers to identify and reduce barriers to participation.
- Provides individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) where required.

## ACCESSIBILITY OBJECTIVES 2025-2028

### Objective 1

Increase Access to the Curriculum for Pupils with Disabilities and SEND

| Actions                                                             | Lead              | Timescale | Success Criteria                                                                        |
|---------------------------------------------------------------------|-------------------|-----------|-----------------------------------------------------------------------------------------|
| Deliver ongoing CPD on adaptive teaching, SEND and inclusion.       | Headteacher/SENCO | Annual    | Staff demonstrate increased confidence and consistency in inclusive classroom practice. |
| Develop staff understanding of neurodiversity and additional needs. | SENCO             | Ongoing   | Pupils' needs are identified and supported effectively.                                 |
| Ensure reasonable adjustments are implemented and reviewed.         | SENCO/Teachers    | Ongoing   | Pupils can access the curriculum successfully alongside peers.                          |
| Continue to develop use of assistive technology where appropriate.  | SENCO             | Ongoing   | Pupils develop greater independence and engagement.                                     |
| Strengthen transition arrangements between classes and phases.      | SENCO             | Annual    | Smooth transitions reported by pupils, families and staff.                              |
| Monitor participation in clubs, visits and enrichment activities.   | SLT               | Ongoing   | All groups of pupils participate fully in wider school life.                            |

## Objective 2

### Improve the Physical Environment of the School

| <b>Actions</b>                                                         | <b>Lead</b>              | <b>Timescale</b> | <b>Success Criteria</b>                                                |
|------------------------------------------------------------------------|--------------------------|------------------|------------------------------------------------------------------------|
| Complete annual accessibility audits of the site.                      | SBM/Headteacher          | Annually         | Accessibility issues identified and addressed promptly.                |
| Ensure all areas remain safe and accessible.                           | Site Manager             | Ongoing          | No unnecessary barriers to access identified.                          |
| Review signage throughout the school.                                  | SBM                      | By Summer 2027   | Improved navigation for pupils, visitors and families.                 |
| Review provision for sensory regulation spaces and quiet areas.        | SENCO                    | Ongoing          | Appropriate support available for pupils requiring sensory regulation. |
| Consider accessibility requirements during all refurbishment projects. | Governors/SLT            | Ongoing          | Accessibility remains integral to premises development.                |
| Review evacuation procedures for disabled pupils and visitors.         | Headteacher/Site Manager | Annually         | Effective emergency planning in place.                                 |

## Objective 3

### Improve Access to Information

| <b>Actions</b>                                                                 | <b>Lead</b>       | <b>Timescale</b> | <b>Success Criteria</b>                                 |
|--------------------------------------------------------------------------------|-------------------|------------------|---------------------------------------------------------|
| Ensure information is available in alternative formats where required.         | Office Team       | Ongoing          | Parents and carers can access key information.          |
| Use visual supports and accessible communication strategies where appropriate. | Teachers/SENCO    | Ongoing          | Pupils understand and engage with learning effectively. |
| Review website accessibility and online communication.                         | SBM               | Annually         | School website remains accessible and compliant.        |
| Support families requiring additional communication assistance.                | Office Team/SENCO | Ongoing          | Improved engagement from families.                      |
| Continue to seek feedback from parents and pupils regarding accessibility.     | SLT               | Annually         | Stakeholder feedback informs future improvements.       |

## ROLES AND RESPONSIBILITIES

### Governing Body

The Governing Body will:

- Monitor implementation of the Accessibility Plan.
- Ensure resources are allocated appropriately.

- Review progress against planned objectives.

## Headteacher

The Headteacher will:

- Lead implementation of the plan.
- Monitor progress and impact.
- Ensure accessibility considerations are included in strategic planning.

## SENCO

The SENCO will:

- Support staff in making reasonable adjustments.
- Coordinate specialist support.
- Monitor the effectiveness of accessibility arrangements for pupils with SEND and disabilities.

## All Staff

All staff are responsible for:

- Promoting inclusion.
- Identifying and removing barriers to participation.
- Following agreed reasonable adjustments and support plans.
- Supporting positive outcomes for all pupils.

## MONITORING AND REVIEW

Progress against this Accessibility Plan will be monitored annually by the Headteacher, SENCO and Governing Body.

Evidence will include:

- Accessibility audits
- Learning walks and monitoring activities
- Pupil voice
- Parent and carer feedback
- SEND reviews
- Participation data for enrichment activities
- Premises inspections

The plan will be reviewed annually and updated as necessary.