The Grange School

A member of **Twynham Learning**

Accessibility Plan

2023 - 2026

Last amended April 2023 by Shanine Blom, TL Operations Manager

Reviewed by policy review LAB members Jo White and Donovan Lynaghan

Ratified by the Local Advisory Board 06.07.23

Next review date April 2026

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

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1. Introduction

Under the Equality Act 2010, all schools must have an Accessibility Plan. This is required by Law. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

The Accessibility Plan is listed as a statutory document in the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Advisory Board. The review process can be delegated to a committee of the Local Advisory Board, an individual Local Advisory Board member or the Headteacher.

Accessibility Plans set out how, over time, a school will:

- increase access to the curriculum for disabled pupils
- improve the physical environment of the school to increase access for disabled pupils
- make school information more accessible to disabled pupils by providing information in a range of different ways.

According to the Equality Act 2010 and the DfE guidance for schools regarding 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 do normal daily activities.

‘Substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. "Long term" means capable of lasting 12 months or more...", e.g. a breathing condition that developed as a result of a lung infection.

This includes sensory impairments such as those affecting sight or hearing, persistent literacy difficulties and long-term health conditions such as diabetes, asthma, epilepsy or cancer. Schools are required to make ‘reasonable adjustment’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison to non-disabled pupils.

Section 4 indicates that a setting can and must treat disabled individuals more favourably if it constitutes a reasonable adjustment to meet their needs. The Joint Council for Qualifications (JCQ), which regulates examinations, is bound by the Equality Act 2010 and stipulates that schools have a duty to make reasonable adjustments in examinations where standard exam arrangements would disadvantage a disabled candidate.

This policy complies with our funding agreement and articles of association.

This is the Accessibility Plan for The Grange School.

2. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) ‘The Equality Act 2010 and schools’

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

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

- Curriculum Policy
- Equality Information and Equality Objectives
- Health & Safety Policy (including off-site safety)
- Special Educational Needs and disability Policy
- TL Appraisal and Capability policy
- Supporting pupils with medical conditions policy
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan
- Admissions Policy

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3. Vision and Aims

The Grange School is committed to providing a fully accessible environment which values and includes the whole community, including all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion. This plan correlates with The Grange School's Admission Policy.

The Grange School aims to:

- Ensure everyone in our school community feels welcome, valued and included in the school Community
- Improve communication with and delivery of information to disabled members of the school and sixth form community and other users
- Increase levels of awareness amongst staff responsible for information relating to students who are disabled
- Ensure the evacuation procedure reflects and accommodates the needs of all students who are disabled. Improve access for disabled students and other users by measures as highlighted by other committees
- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Treat all pupils, staff and visitors fairly, with respect and without discrimination of any kind

The Grange School also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barrier
- Undertake reasonable adjustments to enable staff to access the workplace.

The Grange School Accessibility Plan shows how access has been improved for disabled pupils, 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 pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (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 afterschool clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of the curriculum, the physical environment and written information. Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

Whole school training will recognise the need to continue raising awareness for staff and Local Advisory Board members on equality issues with reference to the Equality Act 2010. This training and information will be communicated by the SEN team and through the SEN handbook.

4. Current good practice

Identification

The Grange School asks for information on any disabilities or health conditions in early communications with new parents and carers. Parents will be required to complete the school's admissions forms to include all of the necessary information. As a school we also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary within parent teacher meetings. For children with SEND please refer to our SEND Policy.

Curriculum

The Grange School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive IT equipment.
- providing an appropriately differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;

- staff INSET training focussed on specific needs and supporting these
- access to specialist teachers/TA to support pupils alongside specialists from outside: hearing and vision support

Physical Environment

The Grange School has already improved the physical environment of the school to increase access for disabled pupils by:

- dedicated parking outside the main school entrance for pupils and families, and visitors with a disability;
- providing an additional accessible toilet [in the Main block and Dance studio] in addition to a shower and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

The Grange School already makes written information more accessible to disabled pupils through:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing links on the school website for Safeguarding materials translated into different languages;
- providing a staff member to support parents applying for school places or completing paperwork i.e. applications for pupil premium;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to The Grange School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;

- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and Local Advisory Board members of the school. It will advise other school planning documents.

The Grange School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.
The Grange School's Accessibility Plan will be implemented by the Headteacher.
Sufficient resources will be allocated by the School to implement this Accessibility Plan.

6. Monitoring

The Grange School Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Local Advisory Board.

The Local Advisory Board will monitor The Grange School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Grange School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

7. Roles and Responsibilities

The Grange School's Accessibility Plan is overseen by the Operations Manager and the Local Advisory Board who are responsible for the policy development and progress of actions.

Action lists can be found within appendices which are updated regularly (as per the schedule in Table 1). Tasks have been delegated to the roles of key staff members, individuals and/or teams who report annually to the Headteacher and Local Advisory Board.

Table 1: Action and Review Schedule

Action Plan Strategy	Designated Contact	Schedule
Action Plan Progress Review and Ratifications	Operations Manager	Annually – May
Student Specific Actions: Admissions dependent	Deputy Head pastoral in liaison with SEN Team	Annually – May/June (for student inclusion in September)

Curriculum Action Plan: Staff training and awareness; Classroom organisation and subject location; School physical activities including after school	Deputy Head Curriculum	Annually – June/July
Property and Building Access	Operations Manager Checked by TL Estates Manager	Quarterly site inspection Annual progress report – June/July
Information media and access	Headteacher	Annually – June/July

Appendix 1 - Improving the Curriculum Access at The Grange School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum if required	Undertake an audit of staff training requirements if required.	Teachers are able to more fully meet the requirements of disabled student's needs with regards to accessing the curriculum	Ongoing – as and when students with disabilities enter the school	Access to the National Curriculum where appropriate for all students
Training for teachers on adapting the curriculum	Review the specific needs for students living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available. This would be coordinated through Student Support.	Ongoing to meet the needs of students as and when required	Support package(s) in place for students with disabilities
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation if required	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements wherever possible to meet the needs of individuals. Deputy Head/SENCO to review accessibility of trips considering reasonable adjustments.	Ongoing to meet the needs of students as and when required	Increase in access to school activities for disabled student's where their needs can be accommodated
Classrooms are optimally organised to promote the participation and independence of students if required	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases within the confines of the building	Lessons start on time without the need to make adjustments to accommodate the needs of individual students. If this is not possible, provision will be made in the In School Learning Centre	Ongoing to meet the needs of students as and when required	Increased access to the National Curriculum
Training for Awareness Raising of Disability Issues e.g. ASD training; Speech and Language training	Provide training for Local Advisory Board members, staff, students and parents. Regular updates in SEND Handbook	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment

Have full awareness of individual student requirements	Undertake dialogue with parents and student's as required.	Teachers are able to more fully meet the requirements of disabled student's needs with regards to accessing the curriculum	Ongoing	Individual students' needs met
Deploy Teaching Assistants effectively to support students' participation	Review needs of students within each class and staff accordingly. Ensure staff skills are matched to student needs	Students' needs are appropriately met through effective deployment of skilled support staff	Ongoing information shared with staff via the Learning Support Handbook	All students are supported to achieve their full potential

Appendix 2 - Property Access Audit Action at The Grange School

Item	Activity	Timescale	Person Responsible	Completion Date
1. Access to classrooms	Carry out an audit on access to all classrooms.	Completed	Site Manager	Ongoing Termly
2. Identify responsible person for building property issues	Identified person should be responsible for implementing any identified works and have access to resources to carry this out	Completed	Facilities Manager / Site Manager	In place
3. Ensure current or future building works improve access to services provided	Proactive review of any schemes to ensure that all disabilities are taken into account, and barriers mitigated	Completed	Facilities Manager	In place
4. Review recommendations within access audit (and subsequent reviews)	Annual review of access audit to review recommendations and actions	Annually	LAB	Ongoing
5. Proactive response to any complaints about access issues.	Implement all building alterations effectively, once they have been agreed, following complaints by a member of the public or service user	Urgent, as identified.	Facilities Manager/ Operations Manager	In place
6. Slip trip and fall hazards (external grounds). Various uneven surfaces, pools of mud/ drains are present around the site	Ensure that these elements are taken into account within the general health and safety review of the school	Completed	Site Manager/ Facilities Manager	Weekly monitoring of site
7. External lighting. Lighting around the site is sporadic	Review lighting levels, especially during the hours of darkness, and add an improvement strategy to the properties Asset Management Plan (may be covered within the health and safety audit)	Ongoing	Site Manager/ Facilities Manager	Yearly
8. Emergency Egress – refuge points and egress plans	Ensure location and use of refuge points, on upper floors which have access (Blocks 4 and 14), are included within the fire risk assessment	Ongoing/Urgent (asap)	Site Manager/ Facilities Manager	RA carried out following Fire Risk Assessment. There are no lifts in the school so no refuge points are needed.

Appendix 3 - Improving the Delivery of Written Information at The Grange School

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats and languages	The school will investigate provision of written information in different formats and languages as required	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make all information regarding the school (marketing, website etc) available in electronic format so that various software can be used to adapt as required.	Review all current school publications and promote the availability in electronic formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view to ensuring accessibility for students with visual impairment	Annual updates from Hearing and vision support service (HVSS) on alternative formats and use of IT software to produce customized materials	All school information available for all. Scanner provided by HVSS to enlarge work for specified students	Ongoing	Delivery of school information to students and parents with visual difficulties improved
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual needs	Training on range of issues such as functional use of language, and managing SALT plans. Other training as required	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of students

Appendix 4: Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Accessibility Plan
2. Upon whom will this impact?	All stakeholders of The Grange School

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability		√	
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age (N/A to pre-school and school children)			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by LGB October 2017 and reviewed January 2019

Comment by Headteacher: