

The Accessibility Plan 2025-2028

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. 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.

At Grange Primary school we pride ourselves on being a fully inclusive mainstream primary school. We have three key duties towards disabled pupils covered in the Equality Act of 2010.

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students

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 are therefore included in the definition.

Normal day-to-day activity

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

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;

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- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of ‘hidden impairments’ such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be ‘reasonable’ although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

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The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND EHCP provisions, under which Local Authorities must provide auxiliary aids and services where a EHCP details that provision. When a disabled student does not have an EHCP (or the EHCP does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

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 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 the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
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Objectives	Success criteria	Actions	Monitoring arrangements	Timescale	Evaluation process	Resources	Evaluation and next steps
To ensure that access to the curriculum continues to be inclusive thus increasing the participation levels of those with a disability.	The number of children with disabilities participating in lessons, enrichment activities and school trips increases.	- Conduct an annual focus group interview with pupils with SEND identify any modifications that could be made to the curriculum/ classroom layout to ensure equality of opportunity to the curriculum. - Educational Visits Coordinator to do an annual audit of school visits to establish whether all have been accessible - Engage all children in feedback about their learning through pupil voice/ Learning profiles.	Structured pupil focus group with theme analysis Participation of SEND pupils Adjustments made Representation of all groups Impact of feedback on teaching and learning	Match 2026 July 2026 Ongoing	Pupils report fewer barriers during follow up discussions Review of risk assessments Learning profiles Pupil surveys		
	All schemes of work include adaptive teaching for diverse needs. Teachers routinely use inclusive teaching methods.	- SENDCO to review the needs of children and provide training for staff as needed. - Staff access appropriate CPD.	Address training needs Identify impact of training on classroom practice	July 2026	Learning walks		

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	There is effective use of support and technology in place and regularly reviewed for pupils who need them.	- To ensure that the use of ICT does not discriminate against individuals due to access problems (scotopic sensitivity/use of keyboard/vision difficulties/hearing difficulties) - Assess the needs of the children in each class and provide equipment as needed. E.g. special pencil grips, headphones, writing slopes, fidget toys.	Audit of ICT software and equipment Review of support plans	July 2026	Observations in classrooms SEND reviews		
	Individual support plans are reviewed regularly and show evidence of curriculum access being improved.	- SENDCO to review the needs of children and provide training for staff as needed. - SENDCO to hold review meetings with all teaching staff - Staff access appropriate CPD. - Children will be assessed in accordance with regular classroom practice and additional time, use of equipment etc will be applied for as and when teachers feel this is needed.	SENDCO to monitor as part SEND schedule	As required Termly As required Bi-annually in line with assessment policy	SEND reviews All learning plans checked termly		

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Objectives	Success criteria	Actions	Monitoring arrangements	Timescale	Evaluation process	Resources	Evaluation and next steps
To continue to ensure that all parents are adequately signposted to appropriate services and additional support if required for either themselves, child or the family as a whole.	Termly SEND Newsletter adapted to include sentence about adaptations. All teachers summarise the newsletter to children, where appropriate. In newsletter the Pastoral team advertises regular support for parents. All parents understand what the headlines of the school information are.	- Standard sentence to be written about ability to offer newsletter in alternative formats to be added to end of newsletter. - Parents of children who start new to the school (either nursery or mid-year) will be asked if they have any additional needs or disabilities and need support. This should become part of induction process. - Pastoral Manager to offer parent support for reading newsletters and to promote this service. - School office will support and help parents to access information and complete school forms. - Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	SENDCO to monitor through meeting with the inclusion team.	Sep 2025 onwards for actions. Meeting to be held informally and formally as the need arises.	Random sampling of parents at the end of each term who have been admitted during the term. Informal discussions with parents.	Annual meeting time. Half termly meetings with the pastoral team.	

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
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Objectives	Success criteria	Actions	Monitoring arrangements	Timescales	Evaluation process	Resources	Evaluation and next steps
Ensure that the school site and building continues to be accessible for those with a range of physical disabilities.	All physically disabled users are able to access the car park. Audit of building accessibility is complete and priority actions planned in over the academic year. Ensure all fire escape routes are suitable for all stakeholders with a range of physical disabilities. All disabled children and staff working with them, are safe and confident in the event of a fire.	• SENDCO to conduct an audit of accessibility • Ensure that all disabled pupils can be safely evacuated. Put in place Personal • Emergency Evacuation Plans for identified pupils, where and when necessary. • Ensure all staff are aware of their responsibilities for children with disabilities in their class. • Consider access needs during recruitment process. • Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	SLT monitor through termly SEND reviews Reports to the Governing Body. Formal/informal recording of this with SBM.	Feb 2026 – Audit of provision is completed and arrangements put in place as the need arises.	Fire evaluation reviews after each practice. Random sampling of parents and visitors with additional needs on their experience of visiting the school	Time for SBM to research and audit accessibility Time to review policy and Procedures.	

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To continue to promote positive attitudes to disability and to those children who have disabilities	School signage showing positive role models are displayed around school. Subject leaders to consider positive portrayal of disability when purchasing new resources. Class assemblies to support the house values and representation of a range of pupils/ role models during these.	• Introduction of new school council and one of their primary projects will be to discuss the inclusiveness of our school • School Council to source and display posters showing positive (famous?) disabled role models • When buying new reading books/ resources, subject leaders to consider positive portrayal of disability – ongoing (all subject coordinators). • Address different aspects of disability through assembly themes.	SLT to monitor and note any positive changes in meeting minutes.	July 2026 Continual	Annual disability equality survey to parents, staff and governors	Posters Time for SENDCO and SLT to plan annual disability awareness week.	

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<u>Intent</u>		<u>Implementation</u>					<u>Impact</u>
Objectives	Success criteria	Actions	Monitoring arrangements	Timescales	Evaluation process	Resources	Evaluation and next steps
To increase the diversity of extra curricular activities	Audit of clubs takes place and indicates that there is a good level of participation of SEND pupils. Ensure that achievements of children of all abilities are recognised and celebrated in equal measure. Laptops are available for pupils with disabilities to use.	•Termly audit of children’s clubs to ensure that all pupils are accessing this, and it is available to all children. • Pupils to use laptops when needed and deemed a supportive tool. This needs to be reviewed on a half termly basis.	Clubs registers to be analysed last week of each term. SLT to monitor children using laptops on a half termly basis.	Termly audits of clubs	Data analysis of clubs after COVID restrictions are eased. Annual disability equality survey to parents, staff and governors – Autumn term 2022.	Time for SENDCO and A/SEND CO to do the audit.	