

Accessibility Policy

POLICY STATEMENT

- The Grange School is committed to ensuring that everyone at the school is treated with dignity, respect and courtesy at all times, and is given equality of opportunity in all activities. Our policies and procedures reflect this commitment. We aim to ensure that everyone remains safe and stays healthy, whilst also achieving and making a positive contribution to the school and wider community.
- We strive to create an environment where each member of our community can thrive, feel valued and can work together regardless of gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.
- At The Grange School, all pupils have full access to a broad, balanced, and engaging curriculum. Whilst the Grange School is not set out to support pupils with profound and multiple physical difficulties, attention has been given to reasonable adjustments and the development of an environment that meets the needs of individual pupils and groups within the school community. The language used in the school community, spoken or written, fosters a positive attitude to each individual, group and the wider community.

Document Control

Policy Code:	45	Policy Owner:	Rebecca Shaw
Version:	24.01_v1.02	Policy Author(s):	Abbie Heard (Quality Manger) Rebecca Shaw (Headteacher)
Date ratified:	September 2023		
Review Frequency:	3 Years		
Next review date:	October 2026	Ratifying Committee:	PRG

Document History (last 3 versions)

Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
October 2024	V1.03	Abbie Heard	Amended legislation and priority dates
January 2024	V1.02	Sam Butland	Updated the policy's format
November 2023	V1.01	Rebecca Shaw	Review

CONTENTS

1.	Responsibilities	3
2.	Complaints	4
3.	The Accessibility Plan.....	5
4.	Key Objectives.....	6
5.	Recruitment and Employment	7
6.	Education	8
7.	Language and Literacy for EAL Pupils.....	9
8.	Priorities for 2023 – 2026.....	10
9.	Action Plan.....	11
10.	Legislative Framework.....	14

1. Responsibilities

- 1.1.1 The Disability Equality Duty (2006) requires schools to be proactive in promoting disability equality and eliminating discrimination; this has now been superseded by The Equality Act of 2010. The Grange School continues to develop its ability to provide an inclusive, accessible environment for pupils, staff, parents, carers, and other professionals.
- 1.1.2 We aim to meet the five outcomes of the Children Act (2004) and have regard to the general duty to:
- promote equality of opportunity.
 - eliminate unlawful discrimination.
 - eliminate disability-related harassment.
 - promote positive attitudes to people with disabilities.
 - encourage the participation of people with disabilities.
- 1.1.3 Regular reviews of our strategic improvement plan and annual reviews of all policies ensure the school's inclusion of pupils with disabilities adheres to all aspects of the law. The Senior Leadership Team ensure that all policies, practices, protocols, and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with, what are termed, 'protected characteristics' in almost every area of life. The Operations Director for Education and Head Teacher are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion within all aspects of the life of the school. It is the duty of all team members at the school to implement the policies and continue to develop inclusive practices.

2. Complaints

- 2.1.1 Pupils, families, professionals, and all team members have access to the school's Complaints Procedures which outline how complaints are to be initiated and how they are managed. Pupils are made aware of how to make a complaint and will be supported throughout the process. Complaint forms are available in different formats to suit a range of abilities and where necessary, the individual raising a complaint can be supported by a team member, peer or family to do so.

3. The Accessibility Plan

3.1.1 This plan addresses the requirements of the Equality Act 2010 and refers to individuals who are disabled, including those with special educational needs and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

3.1.2 Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

'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'

3.1.3 The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education and entered in the SEND Code of Practice (2015/2021). Schools should:

- make reasonable adjustments to assist a pupil with a disability to participate in education on the same basis as other pupils.
- consult with relevant people in order to understand the impact of a pupil's disability and to determine whether any adjustments or changes are needed to assist the pupil.
- develop and implement strategies to eliminate discrimination of people with disabilities.

3.1.4 The school has a responsibility to produce an Accessibility Plan that identifies the action the school intends to take over a three-year period to increase access for those with a disability in three key areas. This will be published and evaluated annually. The three areas are:

- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery of information to disabled pupils which is provided in writing for pupils who are not disabled.

4. Key Objectives

4.1.1 The Grange School's key objectives are:

- To reduce and eliminate the barriers to accessing the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
- To provide a caring and friendly environment.
- To provide resources that meet the needs of each pupil and support them towards developing independence.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of pupils with a disability.

5. Recruitment and Employment

- 5.1.1 Team member recruitment and employment decisions will be made on the basis of fair and objective criteria; this is in line with the school's Equal Opportunities Policy. We are committed to ensuring that the school is free from unlawful or unfair discrimination on the grounds of gender, colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation, or other relevant distinction. The requirements of job applicants and existing team members who have or have had a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter or remain in school employment.
- 5.1.2 Where new health needs are identified for existing team members, every effort will be made to support them and promote their safety and wellbeing. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited, and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

6. Education

- 6.1.1 At The Grange School, we believe that a successful curriculum should be personalised, inspirational, engaging and balanced. The school recognises that every pupil is equal and individual, and therefore we provide practical and creative opportunities that allow for pupil independence and choice. Pupils are encouraged to aim highly through our nurturing approach and through participation in our broad academic and carefully developed enrichment curriculum. A fully integrated therapeutic approach focussing upon supporting each pupil and their academic progress, and in providing them with everything that they need to succeed is embedded into the school's curriculum. The restorative and safe learning environment further ensures that pupils obtain the skills, knowledge, and attitudes to live a full and enriching life.

7. Language and Literacy for EAL Pupils

- 7.1.1 The Grange School recognises that English as Additional Language (EAL) learners have a range of abilities in terms of their language development and acquisition. While some EAL pupils may be fluent and proficient in multiple languages, others may have significant literacy needs in both their first language and in English.
- 7.1.2 All EAL pupils at The Grange School will have an Education, Health and Care Plan, and therefore will have special educational needs in addition to potential language barriers. Pupils who are new to English will be integrated into subjects from the moment they join our school and provided with additional support to meet their individual needs. This strategy enables them to:
- develop oral fluency quickly.
 - immediately feel part of the school community.
 - develop friendships and relationships with key adults.
 - develop language in context.
 - experience the full curriculum.
- 7.1.3 If a translator is required, we will work with the Local Authority to secure appropriate funding for additional support. For full details of The Grange School's EAL support for pupils, please refer to the school's EAL Policy.

8. Priorities for 2023 – 2026

8.1.1 The priorities for The Grange School for the 3-year period are to:

- ensure that the curriculum is continuously assessed and evaluated so that it is accessible for pupils with disabilities.
- develop a school site that is suitable for pupils with disabilities, including well-designed classroom spaces and sensory areas.
- develop outside learning spaces that are accessible for pupils of all ages and abilities.
- improve the delivery of information to parents, carers, pupils, and team members.
- ensure that the curriculum is accessible for those who have communication difficulties.
- ensure that the Accessibility Plan reflects the needs and opinions of our pupils, team members, parents, and carers.

9. Action Plan

Access to Physical Environment – Action Plan					
Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be complete
<p>Improve access to the physical environment of the school, adding specialist facilities as necessary.</p>	<p>Level car park with designated disabled space under development.</p> <p>Level access from car park to entrance.</p>	<p>The school site to be continuously evaluated with regards to physical access for pupils and visitors during its development.</p>	<p>Development of Personal Emergency Evacuation Plans for pupils as required.</p> <ul style="list-style-type: none"> Entrances and access areas to be assessed to allow access for those with disabilities. <p>Purchase of specific equipment, learning spaces or furniture to meet individual needs.</p> <p>Provision of adapted or alternative equipment for team members.</p>	<p>Head Teacher Maintenance Team</p>	<p>Accessibility to be discussed at termly governance meetings.</p>
<p>To ensure that the needs of pupils, families and team members are taken into consideration in relation to the physical environment.</p>	<p>Pupil, team members, families needs that related to the physical environment are supported.</p> <p>The changing needs of pupils and team members are taken into consideration.</p>	<p>Families have clear lines of communication with the school and opportunities to find out further information via email, phone and in person.</p> <p>Support to be readily available for any individuals with a disability.</p>	<p>The school should respond quickly to any request for support relating to accessing the physical environment.</p>	<p>Head Teacher</p>	<p>Accessibility to be discussed at termly governance meetings.</p>

Access to the Curriculum – Action Plan					
Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be complete
<p>To ensure that the curriculum is accessible for pupils who have a disability</p>	<p>Appropriately differentiated lessons.</p> <p>Learning needs taken into consideration when planning lessons.</p>	<p>Curriculum to be reviewed on a continuous basis in order to ensure that all Pupils are making optimum progress and have access to the whole curriculum.</p> <p>Learning spaces to be audited to ensure that they meet Pupil needs.</p>	<p>Curriculum audit and lessons observations to highlight areas for development.</p> <p>Adapted timetables to be developed to enable pupils to access certain curriculum areas.</p> <p>Classroom environments to be audited to ensure that they support the needs of pupils.</p> <p>Teaching and learning to be evaluated with regards to differentiation for pupils with communication and processing difficulties.</p> <p>Communication Working Group to initiate school wide projects to improve communication across the school.</p>	<p>Head Teacher Senior Leadership Team Speech and Language Therapist</p>	<p>Accessibility to be discussed at termly governance meetings.</p>

Access to Information – Action Plan					
Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be complete
<p>Improve the delivery of written information to pupils, families and visitors with disabilities.</p>	<p>Visual timetables are produced for pupils, where necessary.</p> <p>Lessons and resources are carefully differentiated to ensure it is in line with pupil ability.</p> <p>The Accessibility Plan is placed on the website.</p>	<p>Newsletters to be completed half termly in a suitable format.</p> <p>Ensure classrooms, learning spaces and resources are suitable for the pupils.</p> <p>Pupils and visitors to have clear written information and signage around the school.</p> <p>Safeguarding information to be offered in alternative formats to visitors, where necessary.</p>	<p>To improve signage around school including visual clues to aid visually impaired and EAL.</p> <p>School signage to be audited and improved where necessary.</p> <p>Weekly and termly reports to be communicated with parents and carers in a way which they can understand.</p>	<p>Head Teacher Maintenance Team</p>	<p>Accessibility to be discussed at termly governance meetings.</p>

10. Legislative Framework

10.1.1 This policy has been drawn up on the basis of law and guidance, namely:

- Equality Act, 2010
- Children Act, 2004
- The Disability Equality Duty, 2006
- Human Rights Act, 1998
- The Equality Act 2010 and Schools Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, DfE, May 2014
- Advice on Standards for School Premises For Local Authorities, Proprietors, School Leaders, School Staff and Governing Bodies, DfE, March 2015
- Keeping Children Safe in Education, DfE 2024
- SEND Code of Practice, DfE, January 2015/2021
- Promoting the Education of Looked After Children and Previously Looked After Children, DfE, July 2018
- Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2024