

**Grove Park Primary School Accessibility Plan**  
**Written: March 2017 Updated: March 2019**  
**Due for Review: March 2020**

**Section 1: Vision statement**

- Grove Park Primary School is a mainstream primary school. As part of our duties under the Equality Act 2010 for schools we are required to have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.
- The purpose of an accessibility plan is to:
  - Continue to increase the extent to which disabled pupils can participate in the curriculum;
  - Continue to improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
  - Continue to improving the availability of accessible information to disabled pupils.
- A person is disabled under the Equality Act 2010 if they have a physical or mental impairment (\*which may include impairment to hearing or sight) that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.
- Our core values underpin the school ethos which is linked to our symbol of the TREE: Trust, Respect, Empathy and Enthusiasm, which are characteristics we foster in our children and which staff promote throughout the school. A personal growth model of teaching drives our vision, whereby we educate our children intellectually, socially and morally, providing them with the skills, knowledge and wisdom to be the best they can be.
- This Accessibility Plan links with a range of school policies and statements, including: School Development Plan (SDP); Special Educational Needs Policy; Safeguarding & Child Protection, Equal Opportunities Policy, Behaviour Policy, Attendance Policy, Admissions, SEN Local Offer, SEN Report, and Vision & Philosophy. Please see the 'Key Information' section of our website: <http://www.groveparkprimary.co.uk/£>
- This Accessibility Plan will be shared via our website for parents and visitors. It will be on the Key Information page so that it is easily accessible.
- Monitoring of this plan takes place in a variety of ways: termly evacuation drills; regular health and safety checks by our Premises Manager and governors; governor committee meetings (Staffing & Community and Finance & Premises); in response to changes to government legislation; annually when we review our Local Offer; attendance monitoring of vulnerable groups (including SEN).

- This Accessibility Plan also links with our Governors' Terms of reference for each committee.
- We are committed to continued professional development (CPD) for our staff at Grove Park. We have weekly CPD sessions for teachers and we also adapt our training in line with any changes to legislation. Where applicable, we use funding allocated for individual pupils in an Education Health Care Plan (EHCP) for staff training to meet a pupil's short and long term targets.
- We have supporting partnerships to help develop and implement this plan, these include: the local authority, health services and our Board of Governors
- Our Complaints Procedure can be found on our website: <https://www.groveparkprimary.co.uk/docs/Complaints Policy - Updated Oct 2018.pdf>

## **Section 2: Aims and objectives**

<b>Grove Park Accessibility Plan</b>						
<b>Aim</b>	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>When</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Engagement with and involvement of parents</p> <p>EHCP funding used to train staff who work with pupils who have a disability.</p> <p>Advice from physiotherapists, Occupational Therapists and Advisory Teachers to meet individual pupil needs.</p>	<p>To continue to train staff as pupils with disabilities move through the school and in response to any changes to pupils' needs</p> <p>To train staff, as and when is necessary, to meet the needs of pupils with hearing or visual impairments.</p>	<p>Annual Reviews to take place to decide on any training needs</p> <p>SENCO to seek advice from professionals for sports/PE adjustments</p>	SENCO, SLT, Teachers	On-going	Pupils with disabilities* meet their termly and annual curriculum and EHCP targets and are making expected progress from their starting points.

	<p>Differentiated lessons and use of equipment (e.g. Harrington chairs) and assistive technology to remove barriers to learning. This is within our setting as a mainstream school.</p> <p>Where applicable pupils have extra time for work/assessments</p> <p>Inclusive and high quality teaching within a mainstream setting.</p>	<p>To continue to adapt Sports Day and PE activities to support pupils with disabilities as they get older</p> <p>To plan for the inclusion of pupils with disabilities* on residential trips as this occurs</p>	<p>Headteacher/SENCO to seek advice from professionals re: residential trip adjustments</p>		<p>Autumn 2018 and then termly</p>	<p>Pupils with disabilities * are able to access the PE/sports curriculum and activities with reasonable adjustments</p> <p>Pupils with disabilities * are able to take part in residential trips</p>
<p>Improve and maintain access to the physical environment</p>	<p>A lift for access to the first floor and the majority of classes on the ground floor (11/15)</p> <p>Wide corridors in most parts of the school and no steps into the main entrance to the school</p> <p>2 disabled toilets (not for general use)</p> <p>Ramp, larger doors and handrail at front entrance of the school</p>	<p>To ensure that disability access to all entrances/exits is taken into consideration when we make any further developments to these areas of the school</p>	<p>Plans and discussions re the development and building work to make reference to the Equality Act and this Accessibility Plan.</p>	<p>Headteacher, Premises Manager, Governors</p>	<p>Termly</p>	<p>Access to the school is maintained or further improved.</p>
<p>Improve the delivery of written information to</p>	<p>Visual timetables/prompts</p> <p>Use of ICT, coloured overlays/backgrounds and adult support where appropriate</p>	<p>Staff CPD, where appropriate, on how to continue to present written information in a variety of ways.</p>	<p>Maintain commitment to CPD and allocate budget where possible for on-going training in this area.</p>	<p>Headteacher, SLT</p>	<p>Annually</p>	<p>Pupils with disabilities * meet their termly and annual curriculum and EHCP targets and are making expected</p>

<p>pupils with additional needs</p>	<p>Differentiated written tasks (within the mainstream setting)</p> <p>Use of clear/larger fonts e.g. Sassoon primary</p> <p>Seating arrangements to meet pupils' needs.</p>	<p>Staff training on how to meet the needs of dyslexic learners in a mainstream classroom</p>	<p>School to work towards the BDA 'Dyslexia Friendly Quality Mark' over the next 3 – 5 years</p> <p>Training from professionals to support the above CPD (including hearing and visual impairments)</p>			<p>progress from their starting points.</p> <p>Staff are fully aware of the barriers to learning that may be experienced by pupils they are teaching/supporting.</p>
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