



## **The Grove School**

### **ACCESSIBILITY PLAN 2021-24**

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own learning journey. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We do this by taking account of pupils varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors.

#### **PURPOSE OF PLAN**

This plan shows how we intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors:

☐ **ensure access to the curriculum for pupils with a disability**

This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

☐ **provide access to the physical environment**

This includes improvements to the physical environment of the school and physical aids to access education.

☐ **Improving the delivery of written information to pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable timeframe.

## **DEFINITION OF DISABILITY**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## **BACKGROUND AND AUDIT**

### **Curriculum**

We are aware that there are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Physical Environment**

The Grove School's new build was completed in December 2015 and follows guidelines for accessibility for our whole school community. Disabled children participate in all aspects of our curriculum which are amended for them on an individual basis if required.

Our school has few barriers to accessibility:

☐ slightly difficult wheelchair access over gravelled slope from carpark at back of school, access around this could involve a steep hill to access the front of the school.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have asked parents/carers and staff to advise us of any disabilities and no further disabilities have been identified.

### **Overall**

We do not at present have any children with a disability that we are not currently managing within our normal curriculum and physical layout. We are aware that we need to continually review and make changes as and when specific issues are identified.

## **INCREASING ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. The school intends that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b>         | <b>Responsibility</b> | <b>Success Criteria</b>   |
|---|--|--------------------------|-----------------------|---|
| Increase confidence of all staff in differentiating the curriculum                            | Be aware of staff training needs on curriculum access<br>Assign CPD for dyslexia, differentiation and recording methods  | On-going and as required | SENCO                 | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure all staff have specific training on disability issues                                  | Be aware of staff training needs<br>Staff access appropriate CPD<br>Identify training needs at regular meetings<br>Review the needs of children with specific issues, provide all relevant training. | Ongoing and as required  | Head<br>SENCO         | Raised confidence of support staff  |
| Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access | Set up a system of Individual Access Plans for disabled children when appropriate<br>Share information with all agencies involved with each child  |                          | SENCO                 | All staff are aware of individual's needs   |
| Ensure all staff are aware of disabled children's curriculum access                           | Set up a system of individual access plans for disabled pupils when required<br>Information sharing with all agencies involved with child  | As required              | SENCO                 | All staff aware of individuals needs  |
| Use ICT software to support learning  | Make sure software is purchased and installed where needed   | As required              | Head                  | Wider use of SEN resources in classrooms  |
| All school visits and trips need to be accessible to all pupils                               | Ensure venues and means of transport are vetted for suitability<br>Develop guidance on making trips accessible   | Ongoing                  | SENCO                 | All pupils are able to access all school trips and take part in a range of activities       |

|   |  |             |   |  |
|---|--|-------------|---|--|
| Ensure visually impaired pupils can access the grounds                          | Ensure alterations are made where necessary to aid an individual   | As required | Head  | All pupils are able to access the whole school                               |
| Ensure all disabled people can be safely evacuated from upstairs classrooms     | As the use of the lift is prohibited in an emergency the disabled person is required to proceed to the Garden Terrace where there is located an emergency communication and waiting point for assistance. Ensure there is a personal evacuation plan in place for individuals who will need additional help. | On going    | Head and all staff to ensure this area is monitored in an emergency | All pupils are evacuated safely  |
| All fire escape routes are suitable for all                                     | Ensure staff are aware of need to keep fire exits clear  | Daily       | Head  | All disabled personnel and pupils have safe independent exits from school    |
| Ensure access to IT equipment is appropriate                                    | Including in relation to those with a visual or hearing impairment   | As required | SENCO   | Hardware and software available to meet the needs of children as appropriate |
| Provide hearing loops in classrooms to support pupils with a hearing impairment | Take advice from LEIS on appropriate equipment if this becomes necessary   | As required | Head of School  | All children have access to the curriculum                                   |
| Improve the delivery of information in writing in an appropriate format         | Provide suitably enlarged, clear print for pupils with a visual impairment   | As required | Office  | Excellent communication  |
| Annual review information to be as accessible as possible                       | Use child friendly DAF (Devon Assessment Framework) review formats   | On-going    | SENCO   | Staff more aware of pupils preferred method of communications                |