

# Grange Primary School



## Accessibility Plan

September 2025

***Belong Believe Achieve***

## Contents

1. Aims and legislation .....	3
2. What we do .....	<b>Error! Bookmark not defined.</b>
3. Action plan .....	9
4. Monitoring arrangements.....	13
5. Links with other policies .....	13

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place. Under this Act schools have two duties Schools have a general duty to:

a) eliminate discrimination, harassment and victimisation on the basis of any of the protected characteristics  
b) advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it

c) foster good relations between people who share a relevant protected characteristic and persons who do not share it. They also have a specific duty:

- to publish information which shows how they are meeting their general duty (outlined above). This must be updated annually
- to prepare and publish one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics:

- Age
- Disability
- Ethnicity and race

- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

### **Grange Primary School Statement on Equality**

Grange Primary School is committed to equality both as an employer and a service provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation. We are committed to:

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our Junior Leaders.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour. We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it. This statement meets our specific duty to publish information every year which sets out how we are doing this. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: our pupils, parents/carers, staff, governors, Southwark Council and external providers.

## **Legislation and Guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

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

## **2. What we do...**

### **2.1 Access to the curriculum and participation in school activities**

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

#### **The school has already:**

- Provided training and support for Teaching Assistants in supporting children on the autistic spectrum
- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff are aware of and able to use SEN procedures and software as appropriate
- Emergency exit signs are illuminated on the ground floor of the main building.
- Care plans put in place, liaising with medical professionals and external consultants as necessary with specialist training for key staff (e.g. Epipen training, first aid, breathing difficulties, administration of specific medicines).
- Access arrangements for pupils to fully participate in national tests, including requesting additional time and scribes.

- Liaise with external agencies e.g. educational psychology/CENMAC/early help team/physiotherapy/occupational therapy /hearing impairment/visual impairment /autism Support /Speech & Language/ Child and Adolescent Mental Health services as necessary to support children with additional needs
- Continue with the provisions and interventions already in place above
- Improve on the specialist hardware and software and resource for use of pupils with a visual and hearing impairment
  - Purchase resources such as ear defenders, fidget toys and dyslexic friendly books to support our children with additional learning needs
  - Build and furnished a sensory room for the school to use supporting children with additional sensory needs

## **2.2 Access to the Physical Environment**

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

### **The school has already:**

- Ensured that all staircases have secure, easy to grip hand rails.
- Disabled access to the ground floor is by a ramp to the main school entrance, the ground floor of the school is totally wheelchair accessible.
- Installed a disabled toilet.
  - Purchased a stair climber to help those with mobility difficulties move up and down the stairs to access learning on different floors of the school's building.
- Due to internal refurbishment and external rebuild, the dining facilities were relocated to the ground floor to aid easy access.

## **2.3 Access to Information**

This involves improving the delivery of information to any member of the school community who has a disability

### **The school has already:**

- Liaised with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities.
- Sound system and screen projection for assemblies and presentations have been upgraded.
- Printed copies of communications and newsletters are available on request.
- Website compliance document has been circulated to governors to review number clicks to access relevant information.
- Review the format of current electronic communications and materials paying attention to those with SEND.
- Increase the use of photographs and pictures where possible.
- Arranged for interpreters for parent meetings to provide clarity of whole school and individual pupil expectations where language is clearly a barrier to effective communication and using our community or staff interpreters if appropriate.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
-----	------------------	------	------------	---------------------	--------------------	-----------------------------	------------------

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Increase access to the curriculum and the achievement within it for pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Our school, through quality first teaching, offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum including: <ul style="list-style-type: none"> <li>- Targeted intervention tracked through the school's provision map</li> <li>- Visual word banks</li> <li>- CPA in Maths</li> <li>- Colourful Semantics</li> <li>- Speech and Language</li> </ul> </li> </ul>		<p>Continued development of adaption through all lessons</p> <p>Fully implement Branch Maps to assess children yet to access the National Curriculum in Key Stage 1 and Key Stage 2</p>	<p>CPD for staff, advice from external agencies, lesson observations, learning walks, pupil voice</p> <p>Offer training to staff on how to access Branch Maps so staff feel confident in assessing children working below the NC.</p>	<p>Senior Leadership Team</p> <p>SENDCo and SLT</p>	<p>Ongoing</p> <p>July 2023 &amp; repeated in September 2025 for new staff</p>	<p>All children to progress more where differentiation is subtle, yet effective</p> <p>Staff to confidently assess children working below the NC and speak confidently about these pupils in pupil progress meetings</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Improve and maintain access to the physical environment</b>	<ul style="list-style-type: none"> <li>• Large corridors and doorways so accessibility for all is achieved</li> <li>• Disabled toilets on every floor</li> <li>• Regular contact with Occupational Therapists and physio to ensure accessibility</li> <li>• Individual Risk Assessments</li> </ul>		<p>Stair climber to continue to be used with regular training for staff</p> <p>Produce large signage so children can confidently navigate their way around the school premises</p> <p>Review other methods to make our other floors more accessible for all learners</p>	<p>Stair climber to be delivered and training delivered</p> <p>Investigate other ways to make our school more accessible</p>	<p>OT/Physio/SENDCo and TAs</p> <p>OT/Physio/SENDCo</p> <p>SENDCo and School business manager</p>	<p>Ongoing</p> <p>ongoing</p>	<p>Children with disabilities can access lessons on 1<sup>st</sup> and 2<sup>nd</sup> floor with staff confident in using the stair climber</p> <p>More access routes other than stair climber</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Improve the delivery of information to pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Signage around the school</li> <li>• Translators when needed</li> <li>• Makaton trained staff</li> <li>• Pictorial lanyards used</li> <li>• Visual communication booklets</li> <li>• Transition booklets</li> </ul>		Improve all communication method for our non-verbal learners	More Makaton training and fluidity towards visual lanyards	SENDCo to work with Cherry Gardens in providing CPD for staff	Ongoing	More techniques used throughout the school to provide communication for our learners
<b>Improve staff confidence in supporting children with more complex medical conditions</b>	<ul style="list-style-type: none"> <li>• National college First aid and allergy training</li> </ul>		Tailored medical training for staff for specific medical conditions	CPD for all staff to support children with more complex medical needs	SENCo and School Nurse	ongoing	Staff have confidence in looking after children with more complex medical needs

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school's governing body, Headteacher and SENDCo.

It will be approved by the school's governing body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality and Inclusion Policy
- Special educational needs (SEN) information report
- SEND policy

### Further information and advice

[https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools\\_online.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>