



Grove House Primary

**Grove House Primary School
ACCESS PLAN 2017**

Context:

Grove House Primary is a totally accessible school. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Grove House Primary is a designated Additional Resource Centre (ARC) for pupils with a vision impairment.

Policy Statement & Aims:

Grove House Primary, even as a totally accessible site, is always looking for means to further develop accessibility via:

- The Physical environment; improving physical facilities and aids
- The Curriculum; improving and expanding the curriculum as necessary to ensure pupils with disabilities are as equally prepared for life as able – bodied pupils
- Communication; improving the delivery of information to pupils, staff, parents and visitors with disabilities through handouts, newsletters, timetables, textbooks and other written resources and school events

Definition of Disability

Under the Equality Act 2010 a person has a disability if

- a) The person has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on that person's ability to carry out normal day-to-day activities.

Equal Opportunities and Cultural Diversity:

Any decisions made by Grove House Primary that might affect any group will always have regard to the following three aims:

- to eliminate discrimination
- to advance equality of opportunity
- to foster good relations

The Accessibility Plan should be read in conjunction with the following policies, strategies and documentation:

- curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement

School Governors, Leaders and Staff Responsibilities:

The headteacher at Grove House Primary takes overall responsibility for the plan and its implementation, in liaison with the Governing Body, parents, Local Authority and any other appropriate external agencies. The Senior Leadership Team will ensure that all staff are adequately supported and trained. All staff have a responsibility to read the plan, attend any relevant training and ensure they do their utmost to support the school in its drive for equality.

Specific Procedures to Implement Aims:

In order to comply with the public duty we have procedures in place to ensure that we consider the needs of our pupils at the centre of everything that we do.

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by or under this act e.g when a pupil enters the school we have a pupil induction meeting with parents and gather other information from a range of sources.
- Work with affected individuals to remove barriers to education.
- Foster good relations between persons who share a relevant protected characteristic (sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, marriage and civil partnership) and persons who do not share it. We ensure wherever possible that our School Council is representative of all equality groups

Dissemination of the Policy

This plan will be placed on: the school fronter staff page and the school website.

Monitoring, Evaluation and Review

The Plan will be monitored by the SLT and the Governors as part of the School Improvement Plan.

1) Access to the Physical Environment					
Short Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	1. School is aware of the access needs of disabled children, staff and parents/carers	a) Communicate with stakeholders about access needs and ensure they are met in all events.	Annual Review and on induction/start date.	School Business Manager	Parents able to access fully all school activities.
	2. Improve signage and external access for people with a vision impairment.	a) Replace external light bulbs immediately when dud b) Additional pathway and signage at the front of school	Continuous Complete	Site Manager	People to feel safe in the grounds.

2) Access to the Curriculum					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	1. Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access.	Start of Autumn term and annual review.	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process	Start of Autumn term and annual review.	SENCO	Raised confidence of TAs as above.
	3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children.	Annual Updates	SENCO	All staff aware of individual pupils' access needs.
		b) Set up system for information to be shared with appropriate staff		SENCO	All staff aware of individual pupil's access needs.
	4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff	Ongoing Start of Autumn term and annual review.	SENCO and VI Leader	Wider use of SEN resources in mainstream classes.
		b) Run individual training sessions on use of SEN Software e.g. predicted text, Widget where necessary		SENCO	Wider use of SEN resources in mainstream classes.
	5. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality.	Annual Review	SENCO	All staff work from a disability equality perspective.
		b) Ensure new staff access similar CPD course.		SENCO / CPD Co-ordinator	

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term					
	1. Review PE Curriculum to make PE Disability Sports accessible to all	a) Gather information in accessible PE disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	Summer term and Annual Review	TLR Creative Curriculum Leader TLR Curriculum Leader TLR Curriculum Leader	All children able to access PE and disabled children more able to excel in sports.
	2. Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	During planning During teaching	All teachers All teachers	Children able to articulate their access needs and understand their own styles.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term					
	1. Ensure disabled children participate equally in after school and lunch time activities where possible when transport allows.	a) Survey participation in clubs at lunch and after school by disabled children	Termly Review	TLR Creative Curriculum leader	Disabled children confident and able to participate equally in out of school activities.

3) Access to Information					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term	1.Make available school brochures, school newsletters and other information for parents in alternative formats	a) Promote the availability of different formats for those that require it.	Completed	SBM	All school information available for all