



Grove House Primary School

Accessibility Plan

At Grove House Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Grove House Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect or bullying.

Ratified: October 2019

Mr Nick Briggs
Chair of Governors

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Grove House Primary School buildings are well designed to meet the needs of disabled pupils:

- the school is built on one floor
- all public-access rooms, including all entrances, toilets and hall are on one floor
- there are three disabled toilets
- all corridors and doors are wide enough for wheel chair access
- where there are steps outside, an alternative ramp has been built alongside

Definition of Disability

Disability is defined by the Equality Act 2010 – “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- 1) Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 2) The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- 3) In performing their duties, governors and staff will have regard to the Equality Act (2010)

- 4) The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- 5) The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Actions

Grove house Primary School has identified the following points for action in order to achieve the key objective:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils. They are aware that Quality First Teaching is paramount. The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, or when purchasing specialist chairs and equipment.

c) Provision of information in other formats.

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies

The plan is also available in the following formats, on request to the Head teacher: email; enlarged print version; other formats by arrangement.

