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# Accessibility Plan



## Aims

The Accessibility Plan aims to reflect and complement current legislation with a particular focus on what is recorded in Part 2, Section 6 of The Equality Act 2010:

1. A person...has a disability if— (a) (he or she) ...has a physical or mental impairment, and  
(b) the impairment has a substantial and long-term adverse effect on...(their)...ability to carry out normal day-to-day activities.

At the Grendon Primary School, this Accessibility Plan is intended to make our school site as easily accessible as possible, to ensure equality and inclusion for all our pupils, parents and carers, staff and governors. Within this plan, we aim to include reasonable adjustments to accommodate everyone's needs where practicable.

This plan also includes realistic, timely actions that can be made to the physical environment at Grendon Primary School, the delivery of our written and digital communications, school curriculum, provision and resources used in school.

This Accessibility Plan should be read alongside the following policies and documents:

- SEND Policy
- SEND Report
- Equalities Policy
- Health and Safety Policy

All of which are available on our school website.

Relevant reviews and audits will be carried out in a timely manner in order to inform accessibility planning.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Our Vision**

### **At Grendon, We Can...**

provide the knowledge and skills to unlock learning through;

**A pastoral curriculum removing barriers and developing strength of character**

**An academic curriculum providing effective structure and opportunity**

In order that all of our children have the keys to embrace their futures and believe...



## **The Aims of our School**

And so we can: –

- Provide teaching that develops knowledge and skills so children learn and progress effectively
- Offer enriching activities, event and experiences
- Work together to remove barriers and ensure equality
- Build independent and resilient learners who are able to communicate confidently
- Listen to and treat each other and all members of the community with respect, tolerance and concern
- Recognise ability, maximise potential and prepare children well for their future and life in modern Britain.

At Grendon Primary School, our school ethos of '**We Can**' extends to all children and we believe that given the right support, all children can achieve and succeed. We believe that all children are equal and entitled to the best possible education and have an entitlement to a broad and balanced academic curriculum and our pastoral curriculum.

## **Definitions**

## **SEN Code of Practice (2015)**

### **Special Educational Needs and Disabilities (SEND)**

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

### **Disabled Children and Young People**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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 child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

# **Children and Families Act 2014**

## **Part 3, section 20 of the Children and Families Act 2014**

A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the definition at (a) or (b) when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Factors which may impact on progress and attainment, but should not be considered a Special Educational Need unless other factors are present include:

- Disability (the Code of Practice outlines the 'reasonable adjustments' duty required by all schools – these alone do not constitute SEN),
- Attendance and Punctuality,
- Health and Welfare,
- EAL,
- Being in receipt of Pupil Premium funding and/or
- Being a Looked After Children

## 1. Increasing access to the curriculum

Intended Outcome	Action	Impact/Result	Lead	Timescale	Date Completed
<p>1. To further improve teaching and learning by introducing, developing and establishing the school's use of the EEF's initiative of 5-a-day.</p>	<ol style="list-style-type: none"> <li>1. Improve the use of explicit instruction within each lesson by delivering whole school INSETs and CPD.</li> <li>2. Improve the use of cognitive and metacognitive strategies within each lesson by whole school INSETs and CPD.</li> <li>3. Improve the use of scaffolding by whole school INSETs and CPD.</li> <li>4. Improve the implementation of flexible groupings through whole school INSETs, observations and CPD.</li> <li>5. Improve the use and accessibility of technology within lessons through whole school INSETs, collaborative teaching and CPD.</li> </ol>	<p>Improved inclusive practice ensuring effective curriculum adaptations and differentiation which will lead to better progress for pupils with SEND.</p>	<p>PP HR LC AN LP</p>	<p>Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Ongoing</p>	

	6. SLT to monitor the implementation of this during monitoring cycles.				
2. To continue to improve the access, progress and participation of children with social, emotional, mental health needs within the curriculum.	<ol style="list-style-type: none"> <li>1. TA to attend Emotional Literacy Support Assistant training.</li> <li>2. EYFS teacher to attend training on SEMH in the Early Years</li> <li>3. KS1 and KS2 teaching assistants to attend course on SEMH in primary school settings.</li> <li>4. SEMH Workshop to be held and run yearly by Educational Psychologist for parents.</li> <li>5. Continue to provide children with ELSA support.</li> </ol>	More children with SEMH will have appropriate support and strategies in place to allow them to independently regulate themselves and access the curriculum whilst feeling safe and secure.	PP HR AD SJ	Spring 2024	
				Spring 2024	
				Spring 2024	
				Until Spring 2026	
				Ongoing	
3. To further develop all staff, including new staff's understanding of the needs of children with Autism.	<ol style="list-style-type: none"> <li>1. All staff, including Lunchtime Supervisors to attend Tier 1 (Making Sense of Autism) training.</li> <li>2. Identified staff to have allocated time to work in collaboration with CAT worker.</li> <li>3. CPD to be delivered focusing on supporting</li> </ol>	Specialist advice, outlined provision and strategies will be consistently applied throughout school, by all stakeholders that interact and support SEND pupils through all aspects of their school day.		Annually	
				Ongoing	
				Summer 2024	

	<p>children with sensory needs.</p> <p>4. All class-based staff to have ongoing access to specialist advice regarding children they support.</p>			Ongoing	
<p>5. Effective interventions and levels of support allow for SEND pupils to catch-up and make progress.</p>	<p>1. Parents to be offered and attend workshops to support children with C&amp;L needs.</p> <p>2. Class teachers to share information about Interventions during Parents Evenings.</p> <p>3. PP to analyse Intervention Tracker data each term and identify next steps, progress and select appropriate groups for interventions.</p>	<p>More children with SEND will make at least expected progress and gaps will begin to close.</p>	<p>PP HR TAs</p>	<p>Autumn 2024</p> <p>Ongoing</p> <p>Termly</p>	
<p>6. Children with SLCN will be supported by improved scaffolding to develop their vocabulary and understanding of language.</p>	<p>1. Purchase Widget to support those with communication needs and develop their vocabulary.</p> <p>2. CPD offered to staff by WMSLT to demonstrate how to use the programme.</p> <p>3. Incorporate symbols into daily practice when</p>	<p>Children with SLCN will be able to access differentiated learning with increasing levels of independence and will increase their vocabulary and understanding.</p>	<p>PP HR LC</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Autumn</p>	



	<p>communicating with children with SLCN and EAL.</p> <p>4. Incorporate Widget symbols into lessons to reinforce new vocabulary and support effective practice.</p> <p>5. Incorporate pictorial symbols from Widget within all parts of the school environment, including classrooms.</p> <p>6. SLT to monitor the implementation of this and evaluate alongside class teacher feedback.</p>			<p>2023/Spring 2024</p> <p>Summer 2024</p> <p>Spring 2025</p> <p>Ongoing</p>	
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**2. Increasing access to the physical environment**

Intended Outcome	Action	Impact/Result	Lead	Timescale	Date Completed
1. There is a reduced level of distraction in classrooms, so that displays in classrooms are purposeful and enable learning	<ol style="list-style-type: none"> <li>1. Introduce Grendon's Goals displays and evaluate impact as a whole school</li> <li>2. SLT and SL to monitor the use of displays in classrooms and share feedback.</li> <li>3. Use lighter colours in classrooms to promote calmness and productivity.</li> </ol>	Displays in school will be purposeful and support children's learning. There will be less distractions on the board and therefore children will be able to sustain concentration.	PP HR LC AD	Summer 2024  Ongoing  Summer 2024	
2. Children with complex and significant needs are able to access provision within school that is appropriate and based on tailored advice from outside agencies.	1. Develop use of The Hive to be used for children when they are dysregulated or unable to manage within their mainstream classroom, as a direct response from children's needs.	Children will have access to quieter environments which are adapted to their needs. Children will have access to provision that has been created in line with specialist advice and a personalised curriculum.	PP HR SJ AD	Summer 2025  Spring 2025	

	<ol style="list-style-type: none"> <li>2. Develop use of emotional regulation areas in classrooms.</li> <li>3. Develop use of The Quiet Space to support pupils, who feel they need additional time to regulate outside of the classroom.</li> <li>4. Staff to work alongside SENDCo and 1:1 TAs to adapt, so that it is accessible for all children.</li> <li>5. Staff to implement specialist advice to every day practice directly support those with SEND.</li> </ol>			<p>Summer 2025</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>3. To further develop provision when supporting children with sensory needs.</p>	<ol style="list-style-type: none"> <li>1. Develop Sensory Area within school in line from advice from CAT and Sensory Services.</li> </ol>	<p>Children with sensory needs will have appropriate provision that has been development in line with advice from our outside agencies. These children will have individual</p>	<p>PP BW SJ HR</p>	<p>Autumn 2024</p> <p>Ongoing</p>	

	<ol style="list-style-type: none"> <li>2. Liaise with class teacher that sensory equipment for individuals are appropriately allocated.</li> <li>3. Sensory boxes available in all classes to support children with Sensory Needs, as well as children with individual boxes.</li> <li>4. Sensory workshops to be available for parents.</li> <li>5. Whole school Sensory CPD to be delivered.</li> <li>6. Sensory areas to be developed based on specialist advice to be implemented within the school environment.</li> <li>7. Sensory Learning Audits to be</li> </ol>	<p>strategies that they are using independently to receive the sensory input that they need.</p>		<p>Spring 2024</p> <p>Autumn 2023</p> <p>Autumn 2024</p> <p>Summer 2025</p> <p>Annually</p>	
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	completed annually alongside CAT worker.				
4. To further develop provision for children with physical needs and disabilities and removing barriers to the environment and their learning.	<p>5. Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>6. Children to have PEEPs, if needed., and as new children join the school throughout the year</p> <p>7. School to be supported by PDSS to completed audits about the accessibility of</p>	Children with physical difficulties will have further access to all aspects of the curriculum. Children's views will be used to develop provision in line with specialist advice.	PP AD HR Class Teachers TAs BW	<p>Annually</p> <p>When required</p> <p>Annually</p> <p>Ongoing</p>	

	8. the physical environment. Curriculum to be adapted, as needed, to provide children with physical difficulties with a broad and balanced curriculum – particularly in P.E.				
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### 3. Improvements in the delivery of written information

Intended Outcome	Action	Impact/Result	Lead	Timescale	Date Completed
1. Research processes that allows for the school website to be translated into different languages.	<ol style="list-style-type: none"> <li>1. RG contact the website hosts to identify whether this is possible.</li> <li>2. RG to feedback to HR.</li> </ol>	Visitors to the school website for whom English is an additional language will be able to access the written information directly.	RG HR	Autumn 2023	
2. Research how to implement the website offers ways to read the information in larger fonts to support visually impaired parents/carers.	<ol style="list-style-type: none"> <li>1. RG contact the website hosts to identify whether this is possible.</li> <li>2. RG to feedback to HR.</li> </ol>	Visitors to the school website who are visually impaired will be able to access the written information directly.	RG HR	Spring 2024	
3. School to continue to improve communication with parents through	<ol style="list-style-type: none"> <li>1. School to set up Facebook page.</li> <li>2. Leadership meeting to be focused on</li> </ol>	More parents will access information which was previously sent home as a paper copy. Parental	RG HR SLT	Autumn 2023	

<p>other forms of communication (e.g. Facebook).</p>	<p>best practice for using Facebook to promote school and improve communication.</p> <ol style="list-style-type: none"> <li>3. Code of Conduct to be drawn up and shared with parents.</li> <li>4. Leaders to use Facebook to communicate key dates for school, promote use of the website for further information and highlight positive messages around school.</li> <li>5. Evaluate impact of using social media as an extension of our communication.</li> </ol>	<p>engagement with school life will improve as an action of this.</p>		<p>Autumn 2023</p> <p>Autumn 2023</p> <p>Ongoing</p> <p>Summer 2024</p>	
<p>4. School to develop the use of Teams, so that children are able to access</p>	<ol style="list-style-type: none"> <li>1. Staff INSET to demonstrate use of TEAMS.</li> </ol>	<p>Parental engagement with helping their children reinforce prior learning</p>		<p>Autumn 2023</p>	



written information for their homework.	<ol style="list-style-type: none"><li>2. Staff to provide children with set homework on TEAMS.</li><li>3. Staff to provide log-in details for new starters.</li></ol>	through their homework will improve as an action of this.		Ongoing  Ongoing	
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