



The Grove Primary School

"The Grove School Cares"

Accessibility Plan

2022 - 2025



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The Grove Primary School Accessibility Plan 2022 – 2025



Document Control

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Change History

Version	Date	Description
18.0		Annual review
18.1	11 th July 2023	Annual review
18.2	4 th January 2024	Annual review
19.0	28 th November 2024	Annual review

Related Documents/Policies

References	Title
	SEND Policy
	Data Retention Policy
	Access Audit
	Curriculum
	Equality policy
	Staff Development
	Health & Safety (including off-site safety)
	Inclusion
	Special Needs
	Behaviour Management
	School Improvement Plan
	Asset Management Plan
	School Brochure and Mission Statement
	Teaching and Learning File



Rational

Here at The Grove Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with stake holders and covers the period from September 2022 – September 2025.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of **Equality and Inclusion**.
- Improve access to **the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



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

- ❖ Curriculum
- ❖ Equality policy
- ❖ Staff Development
- ❖ Health & Safety (including off-site safety)
- ❖ Inclusion
- ❖ Special Needs
- ❖ Behaviour Management
- ❖ School Improvement Plan
- ❖ Asset Management Plan
- ❖ School Brochure and Mission Statement
- ❖ Teaching and Learning File

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan.



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The Grove Primary School is committed to ensuring that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education. 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.

By means of accessibility planning, The Grove Primary School seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the accessibility plan.

The following areas will be included in the accessibility action plan:

- ✓ Increasing access for disabled students to the curriculum. This will include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- ✓ Reference to access to the physical environment of the school. This will include improvements to the physical environment of the school and physical aids to learning.
- ✓ Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.
- ✓

An accessibility action plan is attached. This plan will be reviewed and adjusted on an annual basis. The plan will be evaluated and amended after each annual review. The Grove Primary School recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum- To increase the extent to which disabled pupils can participate in the school curriculum</p>	<p>Reinforce responsibilities of all teachers as outlined in the Standards for teachers documentation</p> <ul style="list-style-type: none"> ▪ Ensure inclusion underpins every aspect of curriculum. ▪ Ensure all classrooms and resources are organised in accordance with pupil need. What adjustments are made, if necessary? ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ▪ Seek issues and feedback from pupil/parent discussions regarding access to curriculum. ▪ Review PE resources to support pupils with mobility/coordination issues. 	Ongoing monitoring	Learning Walk- looking at organisation of classrooms, hall and corridor spaces- Are they being used and utilised to their full potential?	<p>All staff</p> <p>Pupil interviews</p> <p>Pupil questionnaires</p>	<p>SENDCO through staff discussions and lesson planning</p> <p>PE Co-ordinator</p>
<p>Ensure only the highest expectations are in place for pupils with SEND in terms of progress from starting points.</p>	<ul style="list-style-type: none"> ▪ Monitor progress through in-house tracking and data. ▪ Regular meetings with class staff and SENDCO ▪ Training given to staff for specific needs. 	Ongoing on a termly basis	Release time for SENDCO to lead all reviews.	SENDCO	Termly report prepared by SENDCO analysed by governors



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<p>Access to wider curriculum Increase participation in all school activities.</p>	<p>Are our pupils with SEND accessing extra-curricular activities? Identify any potential barriers:</p> <ul style="list-style-type: none"> • Access to outdoor areas i.e. Forest School opportunities (Rec, Y1, Y2 and Y4) <p>Second Field access- larger gate can be opened. OPAL provision has range of play to allow for disabled children to access.</p>	<p>Ongoing</p>	<p>Where enhancement activities are attended by pupils with SEND ensure additional adults are available.</p>	<p>SENDCO PE Coordinator to audit and feedback</p>	<p>SLT/ Governors</p>
<p>To ensure all policies consider the implications of SEND to ensure the provision of equal opportunities and awareness of particular individual needs.</p>	<p>Revisit: Behaviour/Anti-bullying policy, School Rules, Homework, Supporting pupils with Medical Needs, Intimate Care and Toileting policy. Introduce Restrictive Physical Interventions Policy to ensure clear guidelines are in place for the protection of pupils and staff in the school's behaviour policy</p>	<p>Yearly review of policies</p>	<p>Leadership Team and SENDCO time to review policies.</p>	<p>Leadership Team/ governors and SENDCO</p>	<p>Governors</p>
<p>Access to/movement around premises To ensure that the physical environment of school meets the needs of all members of the school community</p>	<ul style="list-style-type: none"> • Whiteboards at height in each class for children to access • Children's sitting position in the classroom determined on their need i.e. deaf/ visual impairment • Review personal evacuation plans 	<p>Ongoing monitoring</p>	<p>Head Teacher to arrange health and safety audit</p>	<p>SENDCO H/T</p>	<p>SLT & Governors</p>



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	<ul style="list-style-type: none"> • Ensure fire drills with restrictions in place to ensure children know alternative routes • Disabled toilet facilities in school. • Wide door openings in all classroom. • Ramp to access the hall. • Ramp to access the outdoor provision. • Double gates to leave and enter school (ramp access down) • Double doors to enter hall for dinner • Wide spacing used between tables in the dinner hall. 				
<p>Information To ensure that in school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)</p>	<p>Record keeping system to be reviewed. Tapestry used to share information with parents.</p>	<p>Ongoing</p>	<p>IT Network manager, SLT and Administrative Staff</p>	<p>IT Network manager, SLT and Administrative Staff</p>	<p>SLT</p>
<p>To ensure that there is an availability of documents in alternative formats</p>	<p>Ensure that parents are kept up to date in a variety of ways eg through text message, newsletter and social media.</p>	<p>Ongoing</p>		<p>Administrative Staff and SLT</p>	<p>SLT</p>



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	<p>Ensure that that parents are aware that documents can be adapted as necessary so that they can be easily understood (translated etc)</p> <p>Staff relationships with parents to find out how they would like information presented or if they would like support accessing information.</p>				
<p>Accessibility Plan and Equality statement to become an annual agenda item at Governors meetings</p>	<p>Head Teacher to ensure that this is added to the agenda for each annual governor meeting for Spring term</p>	<p>Each Spring term</p>	<p>Governor responsible for Health and Safety to be appointed</p>	<p>SENDCO H/T</p>	<p>SLT and Governing Body</p>