



Griffe Field Primary School

Accessibility Policy and Plan 2023 – 2026

Schools' Planning Duty

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *“schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”*. According to the Equality Act 2010 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 his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At Griffe Field Primary School the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Griffe Field Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Griffe Field Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments, Derby City Council Return to Work Procedures

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. We have rails where there are steps and slopes to access all aspects of the school grounds. The building is all on one level and so in general does not cause any particular difficulties. There is one disabled people's toilet located in the school. The disabled people's toilet has a hand rail, an emergency pull cord and easy use taps. The toilet also includes a hoist and changing table.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

Current Activities

Griffe Field has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with Derby City SEND Team, outside agencies, Health Professionals and Educational Psychology Services. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed half termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective.

The school also works closely with specialist services including:

Local Authority Provision delivered in school

- **STePS** (Specialist Teachers and Educational Psychology Services)
- ASD Specialist & Advisory Teacher – FS/KS1
- ASD Specialist & Advisory Teacher – Key Stage 2
- Early Years Advisory Team
- Educational Psychology Services-statutory assessments
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- Family Intervention Worker to support families

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Health Team /School Nurse
- Occupational Therapy – Lighthouse Team
- Physiotherapy – Lighthouse Team
- Community Paediatrician (Dr. Mehta)
- CAMHs (Child and Adult Mental Health)

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- ✓ Hearing impairment
- ✓ Physical disability
- ✓ Visual impairment

- ✓ Specific medical conditions including asthma, eczema, diabetes
- ✓ Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- ✓ Autism
- ✓ Speech, language and communication needs (SALT)
- ✓ Emotional difficulties including attachment disorder or bereavement
- ✓ Developmental disorders, e.g. foetal alcohol syndrome
- ✓ Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- ✓ Physiotherapy

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

Reviewed and re-written:

February 2021 Lucy Morton (SENDCo)

April 2023 Lucy Morton (SENDCo)

Griffe Field Primary School Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.					
	Target	Strategies	Timescale	Responsibilities	Success criteria
Short- Term Targets	To comply with the Equality Act 2010	<ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure. 	On-going	HT All subject leaders Governors	<ul style="list-style-type: none"> All policies clearly reflect inclusive practice and procedure
	To identify pupils who may need additional provision to ensure smooth transition .	<ul style="list-style-type: none"> Liaise with pre-school providers to review potential intake for September 2023, 2024 and 2025. Liaise with SENDCos to ensure clear transfer of records/information Any changes in pupil's needs identified within SENDCo progress meetings – termly and PLPs to reflect any needs identified Meeting arranged with parents – information sharing/needs of the child 	Summer Term for transition and Autumn Term follow-up each September	HT SENDCo EYFS Leader	<ul style="list-style-type: none"> Procedures, resources/equipment and strategies in place Parents are kept informed of provision and consulted
	To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and 12 monthly objectives/PLPs).	<ul style="list-style-type: none"> Transition meetings in the summer term Transfer of records SEND Folders up-dated and to include all relevant documents/info. Create and up-date provision maps showing the overview for each year group and individual pupil's needs 	Transition meetings at the end of year On-going meetings SENDCo	SENDCo All staff	<ul style="list-style-type: none"> All staff are clear about their responsibilities in meeting pupil's needs Personal learning needs identified and on provision maps and/or PLPs where needed
	To access outside agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum through the use of specialised equipment and resources following advice and support from outside agencies.	<ul style="list-style-type: none"> Referral/consult to specialist support teachers (STePs) , Psychology Services, Health Team, SALT etc. for additional support and advice where needed Consult regularly with parents for information sharing and discussion on targets/needs ASD, HI and VI needs met through access to specialised support and resources –regular support for identified children OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment 	On-going up-dates and regular input throughout the year from outside agencies Termly meetings SENDCo and EP/SALT/STePs	SENDCo All staff working with pupils with additional needs Specialist teachers and Psychology Services	<ul style="list-style-type: none"> Pupils needs being met Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met Staff feeling supported in meeting the needs of all pupils Range of equipment integrated into practice Parents feeling confident about the provision

<p>To review the attainment of pupils with SEND regularly through whole school tracking systems.</p>	<ul style="list-style-type: none"> • Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP • Attainment of SEND children over the year to be analysed termly and through PLP meetings (SENDCo and Assessment Co.) • Introduce clear tracking system enabling teachers to track children who make small steps of progress • PLPs to reflect needs of pupils based on progress made • Use of the Green Box system as a tool to monitor interventions/provision maps 	<p>Min. of 3 x annual PLP meetings 1 x annual EHCP review 3 x termly SEND Progress Meetings – SENDCo and teacher On-going</p>	<p>HT SENDCo</p>	<ul style="list-style-type: none"> • Analysis shows that expected progress has been made by all pupils. • Progress towards the PLP targets has been achieved. • Provision has been reviewed and amended based on needs of pupils
<p>To ensure parents are fully involved in the PLP process and understand how to support their child at home. . To ensure that pupils are involved in their PLP targets and EHCP meetings (where appropriate).</p>	<ul style="list-style-type: none"> • Minimum of 1 x termly meetings for PLP reviews/discussion on progress • Discussion on targets and parent views considered • Targets and points to work on at home to be clearly identified on PLPs for parents to work on • Staff to complete parent meeting notes-pro forma in SEND folders • Parents to complete a questionnaire – analyse/review and take action steps where needed • Introduce 'Parent Drop-in' sessions, coffee mornings invite professionals to each morning. 	<p>1 x termly minimum with class teacher SENDCo to arrange drop-in sessions</p>	<p>Class teacher SENDCo Parents</p>	<ul style="list-style-type: none"> • PLPs reviewed with parents and new targets shared • Parents understand targets and know how to support their child with at least one of the targets • All parents aware of the SEN needs of their child • Evidence/tracking of meetings held with parents completed by teachers and used to monitor parent views and feedback
<p>To attend LA meetings to ensure up-to-date with current legislation and LA guidelines</p>	<ul style="list-style-type: none"> • Attend training • Disseminate to staff/SLT where appropriate • Involve parents where appropriate 	<p>On-going</p>	<p>HT/SLT SENDCo Governing Body</p>	<ul style="list-style-type: none"> • Course/meetings attended and disseminated to SLT • Governing Body kept up-to-date with any changes

Medium- Term Targets	<p>To audit, and where necessary, improve/purchase quality resources and specialised equipment.</p> <p>To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/meeting pupils' needs.</p>	<ul style="list-style-type: none"> Budget request completed and budget allocated Audit of resources and training needs Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school Staff training identified – internally and externally STePs training - ASD, HI and VI for identified children 	<p>Autumn Term</p> <p>Review – on-going basis</p>	<p>HT</p> <p>SENDCo</p> <p>All staff</p>	<ul style="list-style-type: none"> Access to the curriculum improved through the use of good quality resources, interventions and adaptations
	<p>To continue to develop skills in using the TEACCH approach in order to meet the needs of pupils with ASD.</p>	<ul style="list-style-type: none"> Research and visits to 'expert' schools Trial TEACCH approach and develop/enhance STePs support ASD Champions to continue training programme and disseminate 	<p>On-going</p> <p>All staff</p> <p>Pupils</p>	<p>STePS Team –</p> <p>ASD Specialist Teachers</p> <p>SENDCo</p> <p>LM – KS2 ASD Champion</p> <p>WS - TA</p>	<ul style="list-style-type: none"> TEACCH approach adopted where appropriate Staff confident in using the TEACCH Approach Children using workstations at varying levels depending on needs
	<p>To review out of hours provision and develop/ensure accessibility for all pupils.</p>	<ul style="list-style-type: none"> Monitor club members Meet with club Leaders Ensure accessibility and improve where possible 		<p>HT</p> <p>Club Leaders</p> <p>Curriculum Leaders</p> <p>SENDCo</p>	<ul style="list-style-type: none"> All out of hours activities are organised to be accessible to all pupils in school
Long-Term Targets	<p>To evaluate and review procedures in place in ensuring participation of disabled pupils.</p>	<ul style="list-style-type: none"> Evaluate and review the short and medium term targets and set new targets Produce new plan based on needs of the school/pupils 	<p>Annually</p>	<p>HT/SLT/SENDCo</p> <p>Governing Body</p> <p>Curriculum Leaders</p> <p>Pupils/parents</p>	<ul style="list-style-type: none"> Increased access for disabled pupils Pupils feeling successful at school Quality interventions and resources in place
	<p>To develop understanding and the use of sensory dysregulation and processing activities.</p>	<ul style="list-style-type: none"> Allocate a proportion of the budget over the course of three years for sensory activities and equipment Seek and attend training on sensory circuits at local schools Seek advice and ongoing training from STePS Advisory services 	<p>Annually</p> <p>3 year project</p>	<p>SENDCo</p>	<ul style="list-style-type: none"> Sensory circuits being used by pupils identified as needing additional sensory support Sensory circuits having a positive effect on pupils Sensory needs being met within classroom structures
	<p>To continue to audit, review and develop staff expertise based on the needs of the school.</p>	<ul style="list-style-type: none"> Identify training needs Seek out appropriate training (internally/externally) and prioritise who, what, when etc. 	<p>Annually</p>	<p>HT/Senior Leaders</p> <p>SENDCo</p>	<ul style="list-style-type: none"> Long term training needs identified and prioritised

Aim 2: To improve the physical environment of the school.					
	Target	Strategies	Timescale	Responsibilities	Success criteria
Short- Term Targets	To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils.	<p>Indoor</p> <ul style="list-style-type: none"> Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition Plan classrooms accordingly Involve STePs Teams to support with transition and any specialist equipment Maintain good working order of all disabled toilets and facilities <p>Outdoor</p> <ul style="list-style-type: none"> Maintain good up-keep of all areas to allow easy access Pupil questionnaire - Seek pupil views through School Council on improving play areas Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes 	Summer 2024 Summer 2025 Summer 2026 On-going for new pupils	HT SBM Governors Site manager SENDCo All staff	<ul style="list-style-type: none"> The environment is suitable for disabled children entering school Classroom environment is accessible and meeting the needs of pupils wherever possible Toileting and changing areas are appropriately maintained
	To ensure risk assessments are in place for identified pupils.	<ul style="list-style-type: none"> Up-date Risk Assessments for all pupils and share with staff Monitor risk assessments and adapt if needed to meet children’s needs 	Annual and regular checks to ensure they’re still accurate	HT SENDCo Governing Body	<ul style="list-style-type: none"> All staff aware of risks and pupils safely accessing the curriculum and school grounds Risk Assessments are understood and followed by all members of staff
Medium- Term Targets	To ensure classroom environments meet the needs of pupils.	<ul style="list-style-type: none"> Environment monitoring to take place on a regular basis. Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. Needs of the child to be carefully thought through and classrooms adapted accordingly Seek views of children 	On-going	HT SBM Health and Safety Governor Site manager SENDCO	<ul style="list-style-type: none"> Classrooms are productive and wherever possible meet the needs of all pupils Work stations/seating is being used most effectively
Long-Term Targets	To continue to develop the playground facilities for all children. To ensure path ways are appropriate for wheelchair access.	<ul style="list-style-type: none"> Look for funding opportunities Involve the School Council Regular checks and maintenance Site manager to report any problems 	on-going	HT SBM Health and Safety Governor	<ul style="list-style-type: none"> Inclusive child-friendly play areas. Wheelchair access maintained around the school grounds

Aim 3: To improve the delivery of information to disabled pupils and parents.					
	Target	Strategies	Timescale	Responsibilities	Success criteria
Short- Term Targets	To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	<ul style="list-style-type: none"> Office staff aware of parent's needs as notified and adapted material on request The school will make itself aware of the services available for converting written information into alternative formats Care Plans kept up-to-date – access to all and kept in the same place Up-date Medical forms regularly Up-date SEND forms in line with guidance 	Anually	HT EYFS leader SENDCo SBM Office staff All staff	<ul style="list-style-type: none"> All staff aware of the needs of the school Records up-to-date The school will be able to provide written information in different formats.
	To ensure disabled parking is marked and available for disabled staff and disabled pupils only.	<ul style="list-style-type: none"> Site manager and office staff to ensure correct use of the disabled parking space Parents made aware of 'rules' for using the parking space 	On-going	HT Governing Body	<ul style="list-style-type: none"> Parking fully accessible to meet the needs of pupils and parents
	To ensure that the school environment offers further information to pupils and visitors.	<ul style="list-style-type: none"> Photographs of all staff on display board with names Classrooms labelled Environmental print Displays offer visual and written support/adapted where needed Photographs/images for visual support on display 	On-going	HT	<ul style="list-style-type: none"> Visual and written environment offers support and is consistent around the school Monitored through learning walks.
Medium- Term Targets	To continue to use the TEAMS platform and make it accessible to all children and parents.	<ul style="list-style-type: none"> Staff to ensure work is fully accessible and reflects the needs of the learners. Continue to use the platform regularly to set home learning to increase interaction confidence. Ensure parents are fully aware of the information available on the website 	Autumn 2023, 2024, 2025. On-going	HT SLT ICT Team All staff	<ul style="list-style-type: none"> Children will access any home learning and this will be tailored to meet their needs. Feedback will move learning forward Communication will be monitored
	To continue to up-date and improve the school website to ensure information is fully accessible.	<ul style="list-style-type: none"> Website redesigned/developed and improved over time Checklist completed for all relevant information that needs to be on the website Ensure parents are fully aware of the information available on the website 	Autumn 2023, 2024, 2025. On-going	HT SLT ICT Team All staff	<ul style="list-style-type: none"> Website up-dated and all relevant information available and up-dated regularly Friendly/easy to access website Website used by parents
Long- Term Targets	To continue to meet any specific future needs of pupils/families within school.	<ul style="list-style-type: none"> Assess needs and plan accordingly Identify any specialised support needed and seek advice Add to provision maps/risk assessments etc. Staff awareness and training where needed 	on-going	approach Whole school	<ul style="list-style-type: none"> Needs of pupils met where ever possible

