

Accessibility Plan



THE GRANGE
SCHOOL

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INTRODUCTION

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This Accessibility Plan applies to the whole school including EYFS for the period May 2023 to September 2025.

The Governing Body continues to focus on its three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

This Plan sets out the strategies of the Governing Body of The Grange School to:

- increase the extent to which disabled pupils can participate in the School curriculum;
- improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Plan will also consider ways to assist pupils with special education needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education. The Grange School regards such responsibilities as equally important, and is therefore committed to a whole school approach aimed at inclusion.

THE PURPOSE OF THE PLAN

The School's ethos is built around the complementary concepts of personal challenge and personal care, and each individual is offered the support, encouragement and monitoring they need to achieve this. The Grange School is committed to, and striving for, equal opportunities and inclusion for all. This Plan is just one way in which the School will work continuously to achieve this.



PUTTING THE PLAN INTO PRACTICE

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The following information therefore provides:

- a statement of current provision for accessibility;
- a plan of actions and goals to achieve enhanced accessibility;
- how the Plan will be implemented; and
- how the Plan will be evaluated.

STATEMENT OF EXISTING PROVISION AND RECENT DEVELOPMENTS

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum:

- Head of Pupil & Learning Support at the Senior School and Head of Pupil Support at the Junior School (with assistants).
- Appointment of personal carers to support our disabled students throughout the day
- Close liaison between personal carers, students, parents and teachers
- Risk assessments and reconnaissance trips arranged prior to all school outings and residential.
- Appointment of staff member with responsibility for Enhanced Admissions Coordinator (Separate to Head of Pupil & Learning Support)
- Curriculum differentiated by task and outcome.
- Staff understanding of the importance of differentiating in terms of teaching style
- Liaison with external agencies e.g. educational psychologists; health officers and therapists.
- Individual Support Plans in place at the Junior School.
- Special arrangements made for exams at the Junior School and for internal exams, GCSEs and A Levels at the Senior School.
- Pastoral care available.
- Mental Health Policy and related mental health initiatives which increase awareness and understanding around those pupils experiencing emotional difficulty and the support that can be offered.
- Whole school INSET by Head of Pupil & Learning Support on SEN and making adequate provision in the classroom.
- Screening and diagnostic assessment where necessary for SEN.
- Specialist tuition provided for Senior School pupils with SEN.
- Carers of pupils who are wheelchair users encouraged to be proactive in ensuring inclusivity and constant improvements in terms of access to the curriculum and personal development



2. Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services:

- Wheelchair access to main reception at both the Junior and Senior Schools.
- Audible fire alarm.
- Ramps.
- Disabled parking space at main reception to the Senior School.
- Two disabled parking spaces at the Junior School.
- Lifts at both Junior and Senior School.
- New buildings fully compliant with Building Regulations.
- Evacuation chairs for disabled persons.
- PEEPs produced for all students with mobility problems

3. Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are not disabled or have SEN:

- Use of ICT to enhance documents.
- Use of pupil's own enhancement equipment.
- Entrance exam papers to be offered in larger script and/or on coloured paper if required.
- Where there are hearing difficulties, consultation with LEA with regard to the use of listening devices and microphones for teachers/pupils.
- School responds to requirements for public exams as detailed in reports for individuals.

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Identify Actions and Goals

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> Monitor and review the agreed policy for identifying, assessing and supporting pupils with SEND, as set down in the SEN Policy, Staff Handbook and the Disability Policy. 	<ul style="list-style-type: none"> Evaluation and review of the policies. 	<ul style="list-style-type: none"> Evaluation and review of policies by Head of Pupil & Learning Support. Discussions with Deputy Head (Academic) in senior School re statistical method of evaluating success rate of pupils with SEND 	<ul style="list-style-type: none"> Annually in terms of departmental development plan Policy reviewed officially as agreed 	<ul style="list-style-type: none"> Policies reviewed annually. Agreed whole School approach. Success rate of pupils with SEN or disability. <p>Statistics re value added indicate that SEN pupils making adequate progress compared to those who do not have SEND</p>
<ul style="list-style-type: none"> Identify pupils who exhibit characteristics associated with disability or special educational needs 	<ul style="list-style-type: none"> Screening for SEN of pupils entering the School. Further diagnostic testing if required using standardised norm-referenced and diagnostic tests. Use of application form to identify such pupils. 	<ul style="list-style-type: none"> Head of Pupil & Learning Support INSET on identification by staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Staff confident to help Head of Pupil & Learning Support to identify those with specific needs Register of pupils with characteristics associated with SEND assessment reports and advice on individual support available Staff and School fully aware and equipped to teach such pupils on entry.

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<ul style="list-style-type: none"> Maintain and encourage links between all parties: child, parents, school and external agencies where appropriate 	<ul style="list-style-type: none"> Communication with parents before and after assessments with regard to results and the support required Parents Evenings and informal discussions to review and evaluate effectiveness of individual support 	<ul style="list-style-type: none"> Head of Pupil & Learning Support to coordinate 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Informed and consulted parents and pupils Parents/Pupils Information packs to support and complement meetings
<ul style="list-style-type: none"> Support for pupils with SEN or disability. Differentiated and high quality teaching which is supportive of those with SEND 	<ul style="list-style-type: none"> Develop and increase the implementation of individual and group support. Review and evaluate the effectiveness of individual support at requested reviews or Parents Meetings with parents and pupils. Provide workshops for pupils and parents. Provide appropriate access arrangements for internal school exams, creating a history of need. Ensure examination boards 	<ul style="list-style-type: none"> Head of Pupil & Learning Support contact with individual pupils and groups Dissemination of information regarding needs of specific pupils to members of staff Summaries of pupil needs and required support updated on i-SAMs and general information provided in Pupil Support Handbook Provision Map used to log interventions 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Targeted support for pupils with SEN or disability. Pupils with SEN or disability make progress in line with expectations Involvement of parents in review and evaluation of individual support. Pupils and parents feel informed and supported Pupils able to access all examinations and demonstrate their knowledge and competency. Appropriate progress made by pupils with SEND

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	<p>receive comprehensive information where appropriate, and that pupils receive additional time in examinations, where appropriate, and other special arrangements as necessary, e.g. enlarged papers.</p> <ul style="list-style-type: none"> • INSET • Handbook/i-SAMs • Advice booklets • Lesson Observation notes to include reference to pupils with SEND • Schemes of work to include reference to appropriate schemes of work • Possibility of reps to liaise directly with Heads of Pupil Support 	<ul style="list-style-type: none"> • Enhanced liaison and partnership with parents and Head of Pupil & Learning Support • Enhanced liaison between Head of Pupil & Learning Support, Examination Officers, Examination Boards, Subject Teachers and Parents. 		
<ul style="list-style-type: none"> • Enhance awareness of inclusivity. 	<ul style="list-style-type: none"> • Review School prospectus and policies. • Review School admissions policy ensuring transparent and comprehensive information on admissions 	<ul style="list-style-type: none"> • Head, Head of Pupil & Learning Support Support, Head of PSE 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Prospectus and policies demonstrate awareness of inclusivity. • Positive feedback from prospective pupils and parents. • Disability and learning difficulties are covered at assemblies or in PSE.

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	<p>procedure and equality of opportunity for entry.</p> <ul style="list-style-type: none"> • Provision of information to pupils about disabled pupils and specific learning difficulties through PSD and assemblies 		<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Raise staff awareness of disability and Special Educational Needs pupils • Improve ease of access to information regarding pupils with specific needs, including mental health 	<ul style="list-style-type: none"> • Dissemination of information at staff meetings (beginning of each term and each Monday morning) as well as specific INSET training • Inform staff using i-SAMS which summarises the needs of individual pupils • Collect all information regarding our provision for pupils with academic or emotional needs. • Provide more general written advice with regard to classroom strategies and mental health 	<ul style="list-style-type: none"> • Staff Handbook for SEND • SEND Manager on i-SAMS • Individual Welfare Plans on Wellbeing Manager (i-SAMS) • PROVISION MAP to log interventions • Updates in Briefing • INSET • Firefly pages under Resources/Senior Pastoral/Senior Pupil Support detailing classroom strategies and mental health provision 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Staff feeling comfortable in dealing with disabled or SEN pupils; raised staff awareness of individual pupil's needs. • Ease of access to information regarding SEND , including mental health to enhance awareness and effectiveness of support
<ul style="list-style-type: none"> • Audit participation in the curriculum by disabled 	<ul style="list-style-type: none"> • Liaison between Head of Pupil & Learning Support, 	<ul style="list-style-type: none"> • Persons noted. 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Increased participation and success rate of pupils.

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<p>pupils and pupils with SEN.</p>	<p>assistants and teaching staff.</p> <ul style="list-style-type: none"> • Use of targeted lesson observation notes which make reference to pupils with SEND • Use of Parents meeting review Notes and also annual reviews for those with EHCP 			
<ul style="list-style-type: none"> • Access to teaching in chosen A level subjects by disabled pupil – access restrictions in Gloucester building. 	<ul style="list-style-type: none"> • Liaison between subject teachers, Head of Estates, Head of Pupil & Learning Support and Head. Consider access to first floor and timetabling options in different classrooms. 	<ul style="list-style-type: none"> • Persons noted. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Full participation by disabled pupil in chosen subjects.

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2 *Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services*

Note this section should be read in conjunction with the School Property Plan

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> Identify extent to which the School can offer a full and rounded education (curricular and extra-curricular) to pupils with physical disabilities. 	<ul style="list-style-type: none"> Prioritise and adopt recommendations from the architectural surveys carried out by DAS Limited of both the Junior and Senior Schools. 	<ul style="list-style-type: none"> Development/Property plan to enhance accessibility of site for disabled pupils (and parents). 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Property Plan regularly tabled at Property Committee. Increased accessibility upon completion of next building project. Awareness of need of disabled pupils and parents in development plan.
<ul style="list-style-type: none"> Audit of ways in which disabled pupils may experience problems with the physical environment. 	<ul style="list-style-type: none"> Head of Pupil & Learning Support to discuss with disabled pupils and teachers. 	<ul style="list-style-type: none"> Head of Pupil & Learning Support and relevant teachers. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Increased access to facilities. Development plan updated accordingly to address concerns.
<ul style="list-style-type: none"> Improve access to theatre ground level "stage". 	<ul style="list-style-type: none"> Review available options to increase physical access. 	<ul style="list-style-type: none"> Head of Pupil & Learning Support and Head of Estates (and parents). 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Increased access available.
<ul style="list-style-type: none"> Identify requirements for personal care of disabled pupils. 	<ul style="list-style-type: none"> Assess needs and determine options. 	<ul style="list-style-type: none"> Head of Pupil & Learning Support, Head of Estates and parents. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Personal care arrangements suitable for physically disabled pupils.

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<ul style="list-style-type: none"> • Ensure appropriate evacuation provision for upper floors 	<ul style="list-style-type: none"> • Risk assessment. • PEEPS where appropriate • Training of relevant staff. 	<ul style="list-style-type: none"> • Head of Estates Head of Pupil & Learning Support 		<ul style="list-style-type: none"> • Suitable evacuation procedure and facilities in place
<ul style="list-style-type: none"> • Ensure appropriate evacuation provision for first floor Junior School. 	<ul style="list-style-type: none"> • Risk assessment. • Single fire evacuation chair required. • Training of relevant staff. 	<ul style="list-style-type: none"> • Head of Estates 		<ul style="list-style-type: none"> • Suitable evacuation procedure and facilities in place

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3 *Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are not disabled or have SEN*

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> Use of LEA sensory service for advice. 	<ul style="list-style-type: none"> Head of Pupil & Learning Support to liaise with service. 	<ul style="list-style-type: none"> Head of Pupil & Learning Support Hypothetical plan to be devised to allow us to accept pupil with sensory difficulties(visual/auditory). Discussions needed with LEAs. 	<ul style="list-style-type: none"> Ongoing, as required 	<ul style="list-style-type: none"> Full use of available resources made and staff fully aware of options. Ability to be able to provide for and understand implications of accommodating such a pupil
<ul style="list-style-type: none"> Training of staff on how to provide information to disabled pupils and pupils with SEN. 	<ul style="list-style-type: none"> Dissemination to staff of information by Head of Pupil & Learning Support 	<ul style="list-style-type: none"> INSET 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Staff confident in using alternative methods of communication/presentation

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(c) Implementation of the Plan

The Governing Body is ultimately responsible for ensuring the proper implementation of the Plan. On a day to day basis, however, the Governing Body will delegate:

- to the Finance Bursar, the responsibility of ensuring that, as far as is practicable, sufficient financial resources are available to implement this Plan;
- to the Head of Pupil & Learning Support, the responsibility of ensuring that the contents of the Plan are implemented as far as is reasonably practicable;
- to the Head of Estates, the responsibility of ensuring that the actions relating to improvement of the physical environment are implemented as far as is reasonably practicable;
- to the Head, the responsibility of ensuring that the Plan and its underlying message of inclusion is communicated to all members of staff, and that those required to undertake training are provided with sufficient time and encouragement to do so; and
- to all members of staff, the responsibility of awareness and action wherever necessary to support the ethos of inclusion.

The Plan shall be referred to in the Governors' Report and in the Prospectus, and shall be made available upon request to any interested parties.

Disability, encompassing the implementation of the School's policy towards disability and the Accessibility Plan, shall feature annually within Governors' Meetings, with the aim that each decision taken shall have due regard to the implications for disabled pupils. Head of Pupil & Learning Support to attend governor meetings where appropriate to report on developments.

(d) Evaluation of the Plan

Heads of Year in collaboration with Head of Pupil & Learning Support shall be responsible for evaluating the success of the Plan and monitoring achievement against expected progress. The Plan will be reviewed bi-annually, and as required with experience.

In evaluating the Plan's success, the Head of Pupil & Learning Support shall consider some or all of the following:

- (a) Is there evidence of greater satisfaction by disabled pupils and pupils with SEN and their parents with the provision made by the school and their participation in it?
- (b) is there evidence of greater involvement of disabled pupils in the school's daily life?
- (c) are the staff confident in teaching and supporting pupils with SEN and disabled pupils with a range of needs?

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(d) is there is a discernible improvement in the physical environment of the school?

(e) is information for pupils available in a range of formats?

4. CONCLUSION

The Grange School is committed to a whole school aim of inclusion, and for its approach to disability to be less of an individual plan but rather a continuous thread running through the School's plans, procedures and policies, including capital works and premises management, the curriculum, ICT, staff training and other associated services.