



Grangetown Primary School

Accessibility Plan

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| Author | Grangetown Primary SLT |
| Date | October 2023 |
| Review Frequency | 3 Years |
| Review Date | October 2026 |
| Governor Approval | |

Purpose

This plan shows how Grangetown Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have medical issues and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

Contextual Information

The whole of the school building and playgrounds are accessible for wheelchair users. As a single storey building there is no requirement for ramps. The playground is fully suitable and accessible for all pupils.

A disabled toilet facility is available and school uses specialist facilities to meet toileting needs as and when required.

All prescribed medication is kept correctly. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Please see the Supporting Pupils with Medical Conditions Policy for more information.

| Objective | Strategies | Outcomes | Timeframe |
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| Equality of Inclusion | | | |
| Improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate. | Whole school community aware of issues. | Ongoing |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | Policies reflect current legislation. | Ongoing |
| Physical environment | | | |
| To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults | Audit of accessibility of school buildings and grounds by Governors when making building adjustment. | Modifications will be made to building / development proposals to maintain access. | Ongoing |
| To ensure building upkeep / maintenance takes account of accessibility requirements | Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/ footpath ramps / signs etc. to a good standard to secure ongoing suitable access | Ongoing school upgrade and maintenance will meet requirements | Ongoing |
| Curriculum | | | |
| To continue to train staff to enable them to meet the needs of children with a range of SEN. | SENCo to review the needs of children and provide training for staff as needed. | Staff are able to enable all children to access the curriculum. | Termly staff meeting led by the SENDCO. |
| To ensure that all children are able to access, as far as is safe to do so, all out-of school activities. eg. clubs, trips, residential visits etc. | Review of out of school provision to ensure compliance with legislation. | All providers of out of school education will comply with legislation to ensure that the needs of all children are met. | Ongoing |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, writing slopes etc. | Children will develop independent learning skills. | Termly staff meeting led by the SENDCO. |

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| To meet the needs of individuals during statutory end of KS2 tests. | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve their full potential. | Annually |
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| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. | Written information will be provided in alternative formats as necessary. | As required |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. | Staff to hold parents' evenings by phone or send home written information. | Parents are informed of children's progress. | Termly |
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