



## Accessibility Plan

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Holder:	Executive Headteacher
Committee Responsible:	Resources Committee
Next Review Date:	<b>May 2027</b>

### Section 1

There is a requirement under the Equality Act 2010 for schools to have an accessibility plan. This plan sets out present accommodation standards and makes provision for future needs. The Equality Act 2010 states that you're disabled if you have a **physical** or **mental** impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The school is charged with a duty to ensure that it does not discriminate against any pupil on the grounds of disability in the provision of education and associated services. We therefore aim to:

- Set the highest expectations for all pupils through our commitment to provide full access to high quality education and care for all students, in line with their needs and irrespective of disability
- Ensure that all stakeholders are committed to providing access to all activities for all pupils

- Proactively solve problems, which present as barriers to inclusion and achievement and enjoyment for all
- Monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils.

#### **Responsibility, implementation, review and revision:**

- The Head teacher is the lead manager for the accessibility plan
- The plan will be managed and revised via the Resources Committee
- The Teaching and Learning Committee will contribute toward aspects of curriculum access
- Peripatetic stakeholders' advice and guidance will be incorporated into the plan for individual pupils or groups of pupils
- The extended leadership of the school will monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils
- The school will take advice from county advisers and circulars
- It will be read and approved by the full governing body
- The plan will be reviewed after three years.

#### **Resources:**

- The plan will be resourced from the school's delegated budget, standard fund and capital budgets
- The plan is based on audits of pupil needs and current accommodation and is in line with the school development plan.
- Copies of this document are available to the LEA, parents, pupils and other interested parties on request.

#### **Information:**

- This policy links to the Equalities Policy
- This plan will be placed on the school website
- This plan will be monitored by the Governors' Resources Committee
- This plan focuses on the physical environment, curriculum, and written information
- Grange Park has a number of supportive partnerships to help develop and implement the plan, these include the local authority, the Kent Association of Special Schools (KASS) and is a member of a cooperative trust, KSent
- Details of the school's Complaints procedures can be found on the school website.

## Section 2: 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
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Grange Park has a good range of devices to support communication.</p> <p>The school has an increasing bank of learning resources for pupils with associated learning difficulties.</p> <p>The school has an increasing bank of Occupational Therapy supportive equipment.</p> <p>Access to Occupational Therapy advice.</p>	<p>To ensure that all pupils with comorbid disabilities can have their learning needs met</p> <p>Ensure that all members of the staff team are appropriately trained to meet those needs</p> <p>Embed good autism practice through Autism Accreditation</p>	<p>SalT to identify pupils with additional learning needs and oversee creation of appropriate resources.</p> <p>Programme of CPD available to all staff</p>	Executive Headteacher	Ongoing	Pupils are making appropriate progress as monitored by Teaching and Learning Committee
Improve and maintain access to the physical environment	Grange Park School was specifically designed to provide a supportive environment for pupils with an Autism Spectrum Condition. The building is designed to be low arousal. The school is on one floor and all learning	<p>To ensure that the building is maintained to the highest standards</p> <p>To ensure that future proofing</p>	<p>Programme of maintenance</p> <p>Resources Committee to carry out environmental</p>	Executive Headteacher	Ongoing	Resources Committee approves

	<p>activities inside the building are wheelchair friendly.</p> <p>Door signs have information in braille</p> <p>Sockets</p>	<p>is maintained</p> <p>To ensure that pupils with a range of additional needs can be catered for.</p>	audit			
<p>Improve the delivery of written information to pupils</p>	<p>Written materials are differentiated to meet a range of learning needs. Boardmaker is used provide symbol support.</p>	<p>Develop a comprehensive range of differentiated materials accessible by all staff.</p> <p>Ensure that all members of the staff team are appropriately trained to meet those needs.</p>	<p>SaLT to audit present resources and the use of them in leaning activities.</p>	<p>Executive Headteacher</p>	<p>Ongoing</p>	<p>Pupils are making appropriate progress as monitored by Teaching and Learning Committee</p>

### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None		
Corridor access	A single corridor provides access to all learning rooms.	None		
Lifts	None	None		
Parking bays	2 disabled parking bays near the school's main entrance.	Monitor parking arrangements	Executive Head teacher	At regular intervals
Entrances	The main entrance has automatic doors  Both front and rear exits can be unlocked by buttons at a wheel chair friendly height.	None		
Ramps	None required	None		
Toilets	There are two disabled toilets one at each end of the building.	None		
Reception area	Reception desk is designed to accommodate visitors in wheelchairs.	None		

Internal signage	Door signs have information in braille	None		
Emergency escape routes	The school has emergency lighting which is regularly tested	None		