

The Grove School **Accessibility Plan**

Date Written: June 2016, Reviewed May 2018
By: Penny Derries
Responsible Governor: David Hogg
Adopted by Governors: Oct 2016
Date for Review: June 2019

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The Grove School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Reviewed Feb 2019

Accessibility Plan for The Grove School from September 2016-2019

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Improve communication and language outcomes to remove barriers to the curriculum for children with Speech, language and communication needs, showing at least 5% on all pupils individual tracking sheets using B-squared.	Fund a Teaching Assistant for 19 hrs to support the Speech and Language Specialist in school	September 2016 – Summer 2017	PP funding	Head teacher SENDCO	SEND Governor	New Speech and Language Assistant appointed Sept 2016 Action plan written and new SALT lead appointed Sept 2016 Communication now written into daily plans in blue Sept 2017 introduced new assessment tool MAPP to ensure that the most complex pupils communication needs are assessed appropriately
Ensure that the newly introduced curriculum model is enabling all pupils to make good or better progress in all classes.	Precisely monitoring activities on evaluating impact of teaching/curriculum on pupils' progress. Increase time given to subject leads to develop the school curriculum in line with the school development plan	September 2016 ongoing	School budget day release to complete plans	HT Resources Committee	SEND Governor	Curriculum development is ongoing, in the School Development Plan for 17-18, including music as a focus and the introduction of the Arts Award New curriculum has been introduced and is now on the school website, July 2018

Continue to refine the school's assessment system to ensure there is a national bench mark that we can measure ourselves against.	SLT/SENDCO to investigate the use of a national bench mark.	September 2017 ongoing	Budget allocation for assessment system and training	HT SENDCO	SEND Governor	New assessment being introduced Sept 2017 Staff training post the publishing of the Rochford review
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Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Provide a suitable car parking bay for the school minibus to ensure that the school yard is free for pupils to use.	Markings in car park.- building work	Autumn 2017	Paint for repainting.	HT	Governors	Requires repaint Summer 2017
Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff. Termly check reported in HT report to governors.	From September 2016		HT Caretaker	H&S Governor SEND Governor	Corridor space has been remodelled Sept 2016 Access now checked weekly by Caretaker
Improved staff awareness of responsibilities re. accessibility	Annual staff refresher regarding expectations for accessibility.	From September 2016		HT	H&S Governor SEND Governor	
Evaluate user experience.	Discuss with and share a questionnaire with pupils and parents about how accessible they feel the school is.	Spring 2017		DHT H&S Governor	Governing Body	Written in School Development Plan for 17-18 Responses are being planned for Sept 2017

Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school	Specify on the school website and provide regular reminders that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print.	September 2017 ongoing		HT Office Staff	SEND Governor	Policy review writing is ongoing and SLT will review how these are presented.
Ensure that all new legislation regarding the new laws associated with Data Protection Regulations is assessable to all	Data Protection officer to be appointed and name/ contact details to be published on the school website. All Privacy notices to be available in other media in needed by staff and parents	May 18 - ongoing	Cover to be provided	Data Protection Officer	Data Protection governor	

