



The Greville

Primary School

Accessibility Plan 2024-2026

Last update: March 2024

Governors' Committee Responsible:	Business Committee
Policy Reviewer:	Duncan Steele
Next Annual Review Due:	March 2025
Status	Statutory

Purpose of the Plan

The purpose of this plan is to show how The Greville Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- **Education and related activities:** Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- **Physical environment:** Improving the environment of the school to increase the extent to which disabled pupils and stakeholders can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- **Provision of information:** providing information in alternative formats when required or requested, etc timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

The Greville Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and,

wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection and parental discussions.

Contextual Information

The school building and playground is accessible for a child in a wheelchair, due to the modern nature of most of the buildings and the significant expansion that has taken place over recent years.

The Current Range of Disabilities within The Greville Primary School

The school has children with a range of disabilities which include: Autistic Spectrum Disorder and ADHD, as well as children with serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the Local Authority professionals for assessments, support and guidance for the school and parents.

The school has a separate school medicine policy.

Review schedule

Committee/Date	FGB Approval	Reviewed/Updated
Business Committee 14/03/18		New policy
Business Committee 21/11/22		Added catering communication for allergies & updates medical information locations
Business Committee 12 th March 2024		Added “stakeholders” & changes to “assess the needs of the school staff”

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Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues. E.g. ASD	Review staff training needs. Provide training for staff members as necessary	Whole school community aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
To ensure children recovering from serious medical condition have minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Half termly.	
To assess the needs of the school staff and ensure they have equipment and resources in place to carry out their job effectively	Canvass staff- find out if any staff have a disability /hold register A meeting to take place b/w the line manager and member of staff to find out how the school can support them in their job. Where relevant carry out a risk assessment and take advice from Surrey to ensure the school is doing everything to support the staff.	Staff are able to carry out their role effectively with their needs being met	On going and on appointment	

PHYSICAL ENVIRONMENT			
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.
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.	On-going.
To ensure that all children are able to access in school visitors and 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.	On-going.
To promote a positive image of people with disabilities (school has a separate diversity curriculum)	Library resources and purchase new books to reflect positive promotion of people with disabilities Ensure school website and prospectus reflects diversity of school population Ensure school displays promote positive images of disability-linked to school values of kindness and respect	The school environment reflects a positive image of people with disabilities	
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, headphones, writing slopes etc.	Children will develop independent learning skills.	Termly review by SENCo.

<p>To meet the needs of individuals during statutory end of KS2 tests.</p>	<p>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.</p>	<p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p>	<p>Annually.</p>
<p>WRITTEN/OTHER INFORMATION</p>			
<p>To ensure that all parents and other members of the school community can access information.</p>	<p>Written information will be provided in alternative formats as necessary. Disability register of pupils updated annually. Data on disability gathered and analysed from new families via Scholar Pack</p>	<p>Written information will be provided in alternative formats as necessary.</p>	<p>As needed.</p>
<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p>	<p>Staff to hold parents' evenings by phone or send home written information. Sign language interpreters used where necessary for example parents' evenings</p>	<p>Parents are informed of children's progress.</p>	<p>Termly.</p>