

## **Grangewood Independent Accessibility Plan** **for the 3-year period 2017-2020**

**See Grangewood Accessibility Action Plan for:**  
**Curriculum Plan**  
**Physical Environment Plan**  
**Plan for Written Information**

### **1 Introduction**

- 1.1** The SEN and Disability Act 2001 extended the Disability and Discrimination Act 1995 (DDA) to cover education. Since September 2002 the Governing Body has a number of duties towards disabled pupils under part 4 of the DDA.
- 1.2** Principally this involves the production of a policy and plans whose aims are to increase access to education for disabled pupils of all kinds. As a result of this Grangewood Independent has produced an Accessibility Plan to cover a 3-year period, which will be periodically reviewed by the Governing Body to ensure that it conforms to all parts of the above Act.
- 1.3** Specific elements of the plan and its annual reviews may require consultation with individuals or representatives from external agencies in order to ensure their effective implementation. We will look to conduct future reviews of the Accessibility Plan in consultation with the Governing Body and the pupils, parents and staff of the school.
- 1.4** This plan covers the period from September 2017 – August 2020.
- 1.5** At the moment, there are no individual students who have specific requirements but we would deal with such students according to their needs and we would ensure that each one had their accessibility requirements met in line with the DDA. Student specific information would be recorded within school and would be made available to appropriate parties when required but would not be published for reasons of confidentiality.

### **2 Vision and Values**

- 2.1** At Grangewood, we are committed to providing a fully accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 2.2** Grangewood plans to increase the accessibility of provision for all pupils, staff and visitors to the school, in the three areas required by the planning duties in the DDA. The following areas will form the basis of the Accessibility Plan with relevant actions to:
- a) Increase access to the curriculum, including educational visits;
  - b) Improve access to the physical environment of the school;

- c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

**2.3** We also plan to improve the gathering of information through questionnaires etc. from staff, parents, carers and pupils.

### **3 Principles**

**3.1** Our responsibilities under DDA can be summarised as follows:

- Not to discriminate against disabled pupils in our admissions and exclusions or the provision of education and associated activities.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

### **4 Improvement to the Physical and Learning Environment**

**4.1** Grangewood Independent School's Action Plan relating to these key aspects of accessibility will be reviewed and adjusted on an annual basis with consultation between the Governing Body and the Staff at the school (see Appendix A).

**4.2** We will use any information gained from pupils, parents or carers and, where possible, look to involve disabled people in identifying priorities and barriers.

### **5 Management, Coordination and Implementation**

**5.1** The school will endeavour to identify any disabled people, whether staff, students or parents and to collect information when recruiting and selecting new staff via a confidential staff questionnaire and we will give existing staff the opportunities to raise personal issues.

**5.2** It is acknowledged that there will be a need to raise awareness and train all staff and governors in the matter of disability discrimination. The plan indicates time frame for achievement and which persons are responsible for the implementation and coordination of various aspects of the plan.

**5.3** To be able to collect information on the disability of new students the admissions enquiry form will be adapted to ask if the child has any learning difficulty, medical condition or disability.

**5.4** During the Parent Induction Evening all new parents/carers will be asked to complete a short questionnaire detailing any disability or health condition they might have so that we can cater for them adequately when visiting the school. All information would be dealt with confidentially.

- 5.5** This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Equal Opportunities
  - Health & Safety
  - Whole school Behaviour Management Policy (including EYFS Behaviour Management Policy)
  - School Improvement Plan
  - School Prospectus
  - Admissions Policies (General Admissions and Nursery Admissions)

**6 Monitoring and review**

- 6.1** While the Governing Body is ultimately responsible for the implementation of the plan and for reviewing it regularly by means of reports from the Senior Leadership Team (SLT), questionnaires and consultations, the management and monitoring of the plan will fit in with the existing management and school development planning systems.
- 6.2** The school will make it known on the school website and in the Parents Induction Booklet that the plan is available on request and in a number of formats if required, subject to appropriate notice being given.

**Signed:** \_\_\_\_\_ (Chair of Governors)

**Date:**