



Grayrigg C of E Primary School

Accessibility Plan 2024-2027

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

In line with our school vision, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Our school values reflect this as we aim to ensure every unique child and adult is able to flourish by

Inspiring them all to reach further than they ever thought they could, in all they do academically and personally.

Inspiring them all to look beyond what they already know, encouraging children to have confidence to explore beyond their own experiences.

Inspiring them all to be confident to lead, having the confidence and courage to be the change and know that 'what just-is, is not always justice'.

Ensuring we have created a place of true belonging, so everyone's physical and emotional needs are met and all can flourish.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work alongside specialist teachers from the local authority and other organisations to support the implementation of this plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, SENDCo and SEND governor.

It will be approved by the governing body.

Links with other policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Positive relationships, behaviour and anti-bullying policy
- Emergency Plan
- Health & Safety Policy
- Equality Objectives and plan
- School Website
- School Development Plan
- SEND Policy and SEN information report
- Staff code of conduct
- Supporting pupils with medical conditions policy

Assessment of existing provision

This action plan aims to meet the following objectives

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the non-disabled pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Ensure relevant staff have the correct training to support children in their care with specific abilities.

Target	Strategies	Outcome	Time frame
Curriculum			
The PE curriculum and sports chosen will be accessible to all pupils	<ul style="list-style-type: none"> - Adaptations to be made to sports so that all children are able to participate. - Opportunities will be given to all children to take part in disability sports. Disability sports will then form part of the curriculum and children won't see this as something that is strange or different. - PE curriculum to be reviewed annually with the varying needs of each cohort of children. - Sporting events to be attended by all children who are able to participate 	<ul style="list-style-type: none"> - All children will be able to participate in sports with their peers. - Disability sports will become part of the curriculum so anyone with a disability won't feel different. - Sports equipment will reflect the needs of the children so they are able to participate. 	On-going

	<p>and not a chosen few who are better at that sport.</p> <ul style="list-style-type: none"> - Specialist equipment to be sought if needed for children to participate. 		
<p>All children in school will be able to participate and attend visits and trips</p>	<ul style="list-style-type: none"> - Risk assessments will be done for individual children, with any measures that will be put in place so that they are able to attend. Individualised risk assessments will be shared with all the staff. Any child who has an individual risk assessment or EHCP will be supported 1:1 by a member of staff. - Transport used will be accessible (community minibuses have ramp access). If a coach is required then it will be checked in advance to make sure it is accessible for any children attending the visit or trip. - Venues for the trip will be risk assessed and checked for accessibility in advance based on the current group's needs. Alterations, including an alternative venue, to the trip will be made so that all children are able to attend. - All staff attending the trip will have read the risk assessments, letter to parents and itinerary. - All medications needed will be looked after by the visit leader. If any child needs any medication on the visit then this will be passed onto the parent 	<ul style="list-style-type: none"> - All children will be able to participate in trips outside of school. - Every child will be supported in being able to access the activity, this could be through adaptations of the trip, location or through 1:1 support. 	<p>On-going</p>

	when the child is collected from the trip.		
Specialist equipment is available where needed	<ul style="list-style-type: none"> - Specialist equipment will be invested in for children who need it. This includes assistive technology, radio aids, coloured overlays, height standing desk add ons, ear defenders, fiddle toys, etc. This is not an exhaustive list and any child who needs specialist equipment will be looked at on an individual basis. - Children with an EHCP will have specialist equipment sourced through this and external advice will be sought on the best equipment to meet the child's needs. - If specialist equipment is needed and there is a cost, then money will be sourced to try and help pay for it. 	<ul style="list-style-type: none"> - All children will have their needs met. 	As required
After-school clubs are available to all children	<ul style="list-style-type: none"> - A range of after school clubs are available. Children with additional needs, SEND or EHCP's are supported to attend. Clubs change regularly to try and meet the various interests of the children. - Specialist equipment to be sought if needed for children to participate. - Clubs are usually run on the school site or at the village hall (see below for accessibility). For any clubs run in a different location, risk assessments will be done and environments will be checked for their accessibility. 	<ul style="list-style-type: none"> - All children will be able to participate in after-school clubs. 	On-going

<p>All pupils feel like they belong and differences are celebrated</p>	<ul style="list-style-type: none"> - Differences are celebrated and every child is made to feel they are unique and special. - Vision and values of the school reflect belonging and justice. These are created with children, staff, parents, governors and other members of the school community. They are shared with anybody new to the school and reflected upon regularly. - School makes a conscious effort to have a curriculum that reflects all the children in school and humanity. The curriculum is reviewed regularly and updated with any changes. - Sign Supported English (SSE) is part of every class's curriculum. - Staff are educated on religion, disability, LGBTQIA+ and anti-racism. 	<ul style="list-style-type: none"> - All children will be celebrated. - Everyone at Grayrigg will feel a place of belonging at the school. 	<p>On-going</p>
<p>Physical environment</p>			
<p>Accessible parking will be available</p>	<ul style="list-style-type: none"> - There is no accessible parking outside school. However when needed this can be made available with access through the large double gate. 	<ul style="list-style-type: none"> - The school site will be accessible for all. 	<p>As required</p>
<p>Entry sites to the school are accessible and well lit</p>	<ul style="list-style-type: none"> - Sensored lighting to come on when dark, needs to be placed near ramp area (Tiny Acorns/Acorns cloakrooms) and along path to the front door. - Contrasting paint needs placing along any change in ground surface or low level borders. For example; the flower bed outside the main office. 	<ul style="list-style-type: none"> - The school site will be accessible for all. - Children, staff, parents and other members of the school community will be able to access the entry sites to school unaided. 	<p>On-going</p>

	<ul style="list-style-type: none"> - Paths to entry points are checked in different weather conditions and cleared of snow, ice and fallen leaves. - Routes are clear of large obstacles and wide enough for wheelchair users to use. - Access to the main school and cloakrooms is via a ramp and a flat level surface. - The main entrance is signposted from outside. Sign to be placed at the bottom of the ramp (Tiny Acorns/Acorns cloakrooms) to direct people to the main entrance. - Intercom and video access to the school. Staff to have fobs to gain entry to school. Sign on the main door to indicate intercom. Office staff are aware of how this might impact on deaf and blind people and those in wheelchairs. - Main door can be propped open if needed to allow those that need support with walking to enter. The main entrance is a double door, both sides are able to be opened. The door has a small contrasting coloured lip and from then the floor is level. 		
<p>Classroom environment, decor and display boards meet the needs of the children</p>	<ul style="list-style-type: none"> - A regular audit will be undertaken that looks at how accessible the environment is for various needs. This will be done every 3 years or more often if needed. 	<ul style="list-style-type: none"> - Children will have their needs met and will be able to develop and make progress. - Staff will be aware that children have different needs and that 	<p>On-going</p>

	<ul style="list-style-type: none">- Access to the classrooms is via doors with lever handles. External doors also have exit buttons.- Staff will do regular sensory audits on their classrooms to check if there are any aspects which children may find difficult. This includes looking at the different lighting options.- Wherever possible display boards are not backed and if they are, they will be backed in neutral or muted tones. Displays will feature writing that uses a font that children can easily read. Displays and other materials stuck to the walls will be used to enhance the learning, this will help to make the classroom environment less busy and not over stimulating.- Soft furnishings will be incorporated into each classroom to help with noise. Where possible these will be in neutral or muted tones.- Children will be seated so that they can see the board when working. Different options of seating will be available, including being able to sit at a desk, stand, sit on the floor or lie down. This will be different in classes depending on the age and needs of the children. Tables used for writing will be the correct height for the children. Standing table add ons are available in the KS2 classes.- Provision in EYFS and KS1 will allow	<p>their classrooms will reflect this.</p>	
--	--	--	--

	<p>space for children to easily move around the classroom. Provision and resources will be matched to the needs of the current cohort and will be adapted as necessary. This includes opportunities for gross motor development and fine motor skills. Any provision at a lower level (that could be a trip hazard) will be in a contrasting colour to the floor.</p> <ul style="list-style-type: none"> - Accidents and injuries will regularly be reviewed for patterns and whether something in the classroom environment needs changing. - External advice and training will be sought if the environment is not meeting the needs of the children. 		
Toilets are accessible	<ul style="list-style-type: none"> - The staff toilet is accessible and there is one other toilet in school that is accessible. Long term plans will be made to try and increase this number, particularly by adding in an accessible toilet to the EYFS classroom. - All toilets are gender neutral. - There is only one hand dryer in school, in the staff toilet. All other toilets have hand towels. - There is a baby changing unit in the EYFS toilet area. - There is an intimate care policy which outlines how we support any child who needs intimate care support. All staff will be trained and/or supported 	<ul style="list-style-type: none"> - All children will be appropriately supported in toileting and intimate care. - A range of toilets will be available to meet the needs of children, staff and other members of the school community. 	On-going

	in providing intimate care.		
Village hall that is used for sports, after-school clubs and events is accessible	<ul style="list-style-type: none"> - Speak to the hall committee and ask to be updated of any changes which may impact on accessibility. - Accessible toilet within hall. - Doors and fire exit accessible. 	<ul style="list-style-type: none"> - Any child, staff or member of the school community is able to access the hall for sports, clubs or events. 	On-going
The playground and forest school environment are accessible	<ul style="list-style-type: none"> - The playground is accessed from each classroom. Between the Tiny Acorns and the Acorns classrooms and the playground are several gates. These will need checking to see if they are accessible for anyone with a physical disability or difficulty. Routes to the playground should be free from obstructions. - The playground has several sections, tarmac and field. This is also split up into several play zones, including; bikes and skateboards, lego, art, multi-skills, dig pit, loose parts, mud kitchen, garden and a forest school area. Equipment meets the current needs of the children present including a range of ages. Resources need to be monitored regularly to check that any child with additional needs is able to access the areas of the playground or has opportunities with similar accessible equipment. - A garden area with sensory opportunities is available for children to use at play times and throughout the school day. Children who need 	<ul style="list-style-type: none"> - The playground will be accessible for all children and staff, with a range of equipment and resources to meet children's needs. - Staff will be aware that some children need extra support and how they can help them. 	On-going

	<p>extra support with sensory needs will be involved in creating a space that can be used to meet their sensory needs.</p> <ul style="list-style-type: none"> - The playground is easily accessible for those children who may need to use it throughout the school day e.g. for brain breaks. - Sections with uneven ground are monitored regularly to check that any child with visual or mobility difficulties is still able to access without falls. - Forest school equipment used is adaptable to the varying needs of the children. - One page profiles for all children with SEND will be shared with staff. Regular OPAL meetings will be held with staff that are outside at playtimes and any children with additional needs will be discussed. 		
<p>For all children, staff and any other person in school to understand the whole school evacuation. For staff to be aware of whole school lockdown procedures</p>	<ul style="list-style-type: none"> - Regular fire drills / evacuations so children are aware of what the protocol is. - Fire exits to be clearly marked and to remain clear at all times. - All staff to be aware of evacuation procedures and lockdown procedures. - PEEP (Personal Emergency Evacuation Procedure) plans in place for any child or person who may struggle with the general procedures. Staff to be aware of who these children/people might be 	<ul style="list-style-type: none"> - All children/people within school can be safely evacuated. 	<p>On-going</p>

	<p>and how they can support in this. Extra practices for any child/person who needs different plans so that various options can be tested.</p> <ul style="list-style-type: none"> - Regular health and safety monitoring and checks to maintain a clear accessible evacuation route. Fire detectors and alarms checked regularly and logged when this has been done. - There is an audible fire alarm in all parts of school including being able to be heard in the toilets. - As there are no visual alarms, any deaf pupil/staff member will be the responsibility of the other staff in school. This will be designated to a particular person who will be best able to support that child/person. 		
Accessibility of information			
<p>For all parents and other members of the school community to be able to access information</p>	<ul style="list-style-type: none"> - Information to be available in alternative formats; online or in paper format (upon request). - Information to be sent to parents, governors and other members of the school community electronically. Paper copies available on request. If any other format is needed then support will be sourced to help with this. - Paper copies can be increased or decreased in size if needed. - Information can also be shared 	<ul style="list-style-type: none"> - All information will be accessible to everyone. 	<p>As required</p>

	verbally at meetings or at parent/carer forum.		
For parents to have alternative options if they are unable to attend school events in person due to a disability	<ul style="list-style-type: none"> - Parents evenings can be attended online, in person or on the phone. - TAC meetings can be attended online or in person. - School performances to be videoed and uploaded to Tapestry. 	<ul style="list-style-type: none"> - All parents will feel they can play an active role in their child's school life and be able to share information. - Parents won't feel pressure to have to attend in person. 	As required
Equality and inclusion			
For all parents to be co-producers in developing what support is needed for their children to succeed at school	<ul style="list-style-type: none"> - Consult parents on setting up a parent/carer forum and what this will look like. - Set up a parent/carer forum (seek advice from external agencies e.g. SENDAC to best understand how this can be done. - Review TAC meeting and support plan process. - Share SEND policy and SEN information report with parents each year (when updated) and direct them to the website as well. - TAC meetings to take place at least every term. SENDCo to attend TAC meetings of children with an EHCP or an Early Help. SENDCo to attend any TAC meetings of children with support plans if additional advice is needed. 	<ul style="list-style-type: none"> - Parents feel valued and part of the process. - Parents feel like they can voice their concerns and have a system in place that works for them and their child. - Parents feel like information has been shared with them about SEND processes within the school. - Staff are aware of the parents' views and can share information easily. - Advice can be sought where needed so that the child has their needs met. 	On-going
For children to have their voice heard and feel like they are part of the process	<ul style="list-style-type: none"> - Consult children regularly on their concerns, views and ideas. If necessary or possible make adaptations based 	<ul style="list-style-type: none"> - Children feel valued and have their needs met. - Children are part of the process 	On-going

	<p>on these views.</p> <ul style="list-style-type: none"> - All children with SEND to have a one page profile. These will be updated at least annually depending on the age of the child or if their needs change. - If appropriate, children will be invited to be a part of their TAC meeting. 	<p>and feel included rather than done to.</p> <ul style="list-style-type: none"> - All adults who work with the child know how to best support them. 	
For all staff to have training that is relevant to the current children in school so that children's needs are met	<ul style="list-style-type: none"> - Staff training needs to be reviewed at least annually but discussions to take place termly at staff meetings. - SENDCo to source relevant courses and training. - For any new children who start the school with SEND, needs will be assessed and checked that staff have appropriate training to meet their needs. - Training to be recorded and evaluated as part of the annual governors SEND report. 	<ul style="list-style-type: none"> - All staff will feel empowered and informed to support children. - Staff will have an awareness of strategies to use to best support children in meeting their needs. 	On-going
Accessibility plan to be reviewed every 3 years or more regularly if changes have been made to any of the 3 key areas; curriculum, physical environment, information	<ul style="list-style-type: none"> - Accessibility plan to be added to the governors agenda alongside the annual report in case any changes are to be made before the 3 year review. 	<ul style="list-style-type: none"> - Accessibility plan will be updated in line with changes made to the school. - Accessibility plan will be up to date with the current legislation. 	Annually
All school policies to recognise the implications of accessibility	<ul style="list-style-type: none"> - As policies are updated, review if they meet the needs of the children and if they make the curriculum and physical environment accessible for all. 	<ul style="list-style-type: none"> - Policies will be reflective of all children's needs. - Policies will reflect current legislation. 	On-going
All visitors to school feel	<ul style="list-style-type: none"> - Before visitors arrive at school they 	<ul style="list-style-type: none"> - All visitors will feel welcomed 	On-going

<p>welcomed and that the environment is accessible to them</p>	<p>will be asked about any adjustments they may need.</p> <ul style="list-style-type: none"> - The staff toilet is an accessible toilet. - There is a designated quiet room that can be used as a prayer space. Washing facilities will be available in the accessible toilet. - Baby changing facilities are available for any visitors who may need to use this. 	<p>and that they are able to access the school environment.</p> <ul style="list-style-type: none"> - Visitors will have adjustments made to meet their needs. 	
--	---	--	--

- 1) Grayrigg CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information
- 2) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 3) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Approved by governors on:

Signed:

Chair of governors