Accessibility Policy and Plan

Groveside School

Updated August 2025

Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Mary Rome	September 2024
2.0	Version 2 – updates to development plan	Mary Rome	August 2025

CONTENTS

1.0   INTRODUCTION

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0   VISION STATEMENT

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with Autism Spectrum Disorder and co-morbid conditions. At Acorn Groveside School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving information delivery to pupils with disabilities.

Groveside School also recognises our responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace

3.0   DEFINITION

You're disabled under the Equality Act 2010 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.

4.0   DEVELOPMENT & REVIEW

The plan will be on the school website and reviewed annually by the Senior Management Team to ensure it is effective.

ACCESSIBILITY PLAN- IDENTIFYING BARRIERS TO ACCESS

Organisational	Completed and in place	Not quite there	Under discussion	Not planned yet
Are school visits, including residential visits, made accessible to all pupils irrespective of attainment or impairment?	✓			
Preparation for entry into school.	✓			
Home Learning policy	✓			
School discipline and sanctions policy	✓			
Exclusion policy	✓			
School trips	✓			
The school's arrangements for working with other agencies	✓			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓			
Are there high expectations of all pupils?	✓			
Do staff seek to remove all barriers to learning and participation?	✓			
Access to the curriculum.	✓			
School policies, e.g. anti-bullying, SEN policies, health and safety.	✓			
Interaction with peers.		✓		

Attitudinal contd.	Completed and in place	Not quite there	Under discussion	Not planned yet
Are your classrooms optimally organised for disabled pupils?		✓		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities?	✓			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓			
Are areas to which pupils should have access well lit?	✓			
Is furniture and equipment selected, adjusted and located appropriate?	✓			
Activities to support the curriculum	✓			
School sports.	✓			
How the school deals with emergency procedures.	✓			
Breaks and lunchtimes.	✓			
The serving of school meals. (*Own kitchens with provision for special dietary requirements*)	✓			

Curriculum Access	Completed and in place	Not quite there	Under discussion	Not planned yet
Do lessons provide opportunities for all pupils to achieve?	✓			
Are lessons responsive to pupil diversity?	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓			
Are all pupils encouraged to take part in music, drama and physical activities?	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			
Do you provide access to computer technology appropriate for students with disabilities?	✓			
Teaching and learning	✓			
Classroom organisation.	✓			
Assessment and exam arrangements	✓			
Preparation of pupils for the next phase of education	✓			

Information Access	Completed and in place	Not quite there	Under discussion	Not planned yet
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	✓			
Do you have the facilities such as ICT to produce written information in different formats?	✓			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			
School announcements.	✓			
Access to information.	✓			

ACCESSIBILITY DEVELOPMENT PLAN

Key Recommendations	By when	By whom	Success Criteria
Ensure school EVC is fully trained and able to evaluate risk assessment and visit opportunities to maximise inclusivity. Develop a range of fully risk assessed providers who can support the need of our young people.	Completed July 2025	Headteacher EVC	There is a fully scoped and risk assessed calendar of trips and visits for 25-26 school year that ensure maximum reasonable adjustments for our young people
Ensure that strong relationships are the foundations of all areas of the school and rooted in Trauma Informed practices. Pupil interactions support diversity and diversity and inclusivity is woven across the curriculum	Ongoing Termly monitoring and tracking through School Development Plan	SLT	Pupil attitudes to self and peers is tracked with positive data trends. Pupil, Staff and Parent feedback indicates a strong and improving culture of inclusion
Classroom are reviewed and adapted to provide maximum access within the limitation of the structure of the building The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils Pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	Full accessibility review carried out by July 2027 with recommendations	Headteacher with OFG Premises Team	An action plan and implementation plan are in place to complete all recommended works
Teachers and teaching assistants have the necessary training to teach and support disabled pupils	Staff training in pace – new staff due to school growth	Headteacher and OFG Education Team	Varied professional development plan is in place to ensure all staff are confident in support an increasing rage of needs
Ensure décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Completed July 2025	Headteacher and Facilities Manager	Door signage and decorations are appropriate for the current cohort and are adaptable for changing needs as required