



THE GROVE PRIMARY SCHOOL

Accessibility Plan

May 2025

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The Grove Primary School
Accessibility and Equality Action
Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At The Grove Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/ man or girl/ woman. In developing our practice to support trans-children we will ensure the following:

- The child, their parents, carers and siblings will be listened to and wherever possible we will follow their lead and preferences.
- No child should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve and are legally entitled to.
- We will see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- We will avoid where possible gender segregated activities and where this cannot be avoided, allow the child to access the activity that corresponds to their gender identity.

The Accessibility Plan will be published on the school website alongside our Accessibility Policy. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our **special educational needs policy and School offer** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy and SEND School Offer** for an outline of our full provision to support pupils with SEND.

<p style="text-align: center;">Priority 1 To ensure the physical environment allows SEND children access to the school environment</p>				
Item	Action	Timescale C	Cost	Responsibility
Whole school environment	Regular health and safety walks and equipment checks (ensure fire escape routes are accessible to all).	Ongoing	None	HC MF
School trips	Accessibility for school trips: risk assessments for trips ensure that all children including children with physical disabilities can access trips. Ensure full risk assessment is completed on each new venue visited for trips and vetted for appropriateness/barriers. Children with SEND/Disabilities to have individual risk assessments. .	Ongoing	Petrol for Minibus	HC SE
Car Park markings	Car park is for staff only. No parents unless they have a disability badge. This allows access for Oasis and the SEND retreat. Re-issue parking passes to families of children with SEND who require parking spaces and ensure they are parking safely. Ensure parents continue to use the car park safely and complete regular patrols	Autumn 2025 and then ongoing	None	HC MF
Forest Schools	Ensure all children, especially SEND children, can access the outdoor classroom and sensory musical instruments. Forest Schools/enrichment provide inclusion opportunities. Children in Seahorses have access to outdoor learning opportunities.	Ongoing		EF
Whole school evacuation	Ensure all children with physical disabilities can be safely evacuated from buildings in the event of an	Autumn Term 2025 and	None	HC EF

	emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.	ongoing if children require PEEPs.		
Lunchtime/Big Hall	Ensure children who need longer to eat lunch have more time during lunchtime. Children Who need quiet time and less stimulating areas can eat in their classroom or with the pastoral lead.	Autumn Term 2025	None	HC
Priority 2 To ensure children have access to the full curriculum and participate in all on site and off-site activities				
Item	Action	Timescale C	Cost	Responsibility
School Trips	Risk assessments put in place for trips and all staff fully briefed with regards to children with SEND.	Ongoing	None unless adapted minibus required for wheelchair.	Trip Leader ECH- Evolve HC EF
Events- whole school	Ensure children with SEND and physical disabilities can access all whole school events/events can be adapted to include all children. Ensure SEND children take part in whole school events including sporting events for SEND.	Ongoing	None Adapted resources/equipment for some events.	EF
Access to lessons/ in class provision	Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have	Ongoing monitoring- see monitoring timetable	None	EF
	access to equipment and resources needed. Ongoing monitoring from SENDCO.			

Within classes and LSA provision	Liaise with external professions e.g. HI and VI team, SALT to incorporate strategies and support within classrooms and around school with children with hearing and vision impairments and SEND which requires specific equipment and adaptations. Continue to access support from Occupational Therapy Team regarding children with send difficulties and ensuring provision is available to support sensory needs.	Ongoing	Cost of purchasing specific equipment e.g. aids and adaptations.	EF
Teachers and LSA's	Provide text and information in large print for children and parents with VI liaise with VI support team and ensure all materials throughout lessons are adapted.	Ongoing	STS- VI services Cost of enlarging and printing resources.	EF
Wholeschool environment	Communication in print around school to help children's understanding and visual recognition.	Ongoing	Laminating pouches and cost of printing- £100	EF
ECT Training	Staff to access appropriate CPD for children's needs. Such as Attachment training, ASD training.	Ongoing	Attachment- Free ADHD- £50	EF
LSA Training	Liaise with SALT Therapist for specific LSA training for speech and language therapy strategies. ASD training for any new staff to school and staff who require an update. Specific training for teachers with VI children in their class.	Ongoing	Virtual Training- free In house training	EF
LSA and ECTs	Twilight training for LSA's to include Precision Teach, training to run social communication interventions and Fine Motor Skills for children with SEND.	Ongoing	In-house training- No cost except for resources.	EF

Priority 3

To support families and improve the delivery of written information to pupils, staff, parents and visitors with disabilities including supporting parents in the process of identification of needs and providing access to external professionals.

Item	Outcome	Timescale C	Cost	Responsibility
Links with Pre-School	Ensure pre-school parents of children with SEND at Oasis have links to mainstream school events which involve SEND and have access to written information.	Autumn 2025	None	EF MT
Communication with parents	Ensure parents have access to SEN school offer currently on the school website. Half-termly SEND coffee mornings in place to support parents.	Ongoing	Cost of refreshments for workshops. Cost of external professionals speaking at workshops.	EF
Pupil Voice	Produce a child friendly version of SEN school offer for school website including children's views and opinions.	Spring 2026	None	EF
External Professionals	Access from external professionals: Autism Outreach, Educational Psychologists and Speech and Language Therapists.	Ongoing	AOS- separate invoicing for individual children. Educational Psychologist- £500 per child (£4000 total) Leicestershire Psychology service	HC EF
Audit of school library	Audit the school library and ensure children with SEND have access to resources and reading materials. Ensure there is a diverse representation of disabilities within curriculum texts.	Spring 2026	£500 for new books Dyslexia books	EF

Educational Psychologist	Forecast costings for Educational Psychologists for following academic year and request appointments.	Summer 2025	Cost to be forecast	EF
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Equality Action Plan

Objectives	Actions	Responsibility and Timescales	Success Criteria
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	<p>Continue to monitor and analyse data at key points throughout the year.</p> <p>Ensure any trends or patterns in the data are noted and provision is implemented to ensure that all children are supported to achieve and access the curriculum.</p>	SLT	All children are able to achieve and access the curriculum despite the nine characteristics listed under The Equality Act 2010.
To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	Develop the extra-curricular offer so that all pupils have access to additional opportunities and experiences. Ensure all children can access after school clubs.	<p>EF and SLT Action linked to SEF</p> <p>Autumn 2025</p>	<p>All children can access additional opportunities and activities including after school and lunchtime clubs.</p> <p>Ensure clubs respond to children's interests and are able to be accessed by all children.</p>
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010	<p>Ensure anti-bullying work continues to be of high priority. All incidents of bullying taken extremely seriously and dealt with in accordance to the school's anti-bullying policy.</p> <p>Complete Anti-Bullying Award</p> <p>Ensure children have had E-Safety training and are aware of bullying online and through gaming.</p> <p>Access and support to Pastoral Team when in school.</p>	<p>SLT</p> <p>Pastoral Team</p> <p>Ongoing</p>	<p>Children are able to learn in a safe and supportive environment which means being free from all forms of bullying.</p> <p>Children understand where and who they can go to for support in school with regards to bullying.</p> <p>Children are informed about bullying and how to help prevent it.</p>