



Grayshott CE Primary School

Accessibility Plan

Statutory Policy

Approved by FGB: February 2022
Review Date: Spring 2025 (every 3 years)

Accessibility Plan 2022 - 2025

Vision

At Grayshott CE Primary School we value each child equally, regardless of his or her learning abilities, behaviour, physical or sensory needs. We therefore believe that all children are entitled to have full access to the School's broad and balanced curriculum.

Grayshott CE Primary School is a place where every child matters. Children are able to learn and play in a stimulating, secure and caring environment, which enables them to realise their potential academically, socially, spiritually and creatively. We believe in high standards of work and behaviour.

We nurture respect of others to ensure our children are emotionally and socially responsible citizens. At Grayshott School we are part of a united community that allows pupils and staff to be their best.

Purpose of Plan

The plan will help us to ensure that all pupils have full access to the curriculum and to all school activities and so that they can make a contribution to the life of the School.

Definition of disability

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

Contextual Information about the School

Grayshott Primary School is positioned on a beautiful site with extensive grounds. There are two buildings; the original Victorian building which contains three junior classrooms and a library, and a newer building which remainder of the classes, staffroom and offices. The new building has up-to-date disabled facilities.

At present we have no child in a wheelchair who is taught in the Victorian building. 5% of our families have English as an additional language.

Improving Access

The School already provides excellent support for children with SEND and with emotional needs. Teaching learning is monitored by the headteacher and SENDCo. Staff constantly reflect and review planning to meet the needs of all pupils.

Access to the curriculum

The SENDCo delivers high quality training to LSAs and staff to increase their understanding of the complex needs of some children with SEND. The SENDCo uses outside agencies well to ensure that we gain expert advice when we need it. The School uses risk assessments to ensure all pupils can access trips safely, including outdoor adventurous trips.

Access to facilities

The School has a modern building which has good access for children and adults with physical disability. The Victorian building is more challenging and some reasonable adaptations have been made.

Access to information

The School has a good relationship with EMTAS (Ethnic Minority and Traveller Achievement Service). We can request support with the translation of documentation.

Accessibility Plan

Grayshott CE Controlled Primary School

	Targets	Strategies	Outcome	Timeframe	Success Criteria
Short Term	Governors assess accessibility for all new admissions annually & action	Summer first half term Governor agenda item. Review and resource	Action meets the needs of September intake.	Annually – summer first half term	All stakeholders have equal access to the School and curriculum
	Emergency and evacuation procedures take into account accessibility for all at School	LEA and School Emergency procedures updated through new H&S policy. Review annually to ensure easy access/exit for all. School to liaise with the disabled advisory teacher to gain advice on further adaptations to the Victorian building.	School is confident that in the event of an emergency, that there is access for all.	Annual	Procedures are reviewed to ensure accessibility is catered for all, and that staff are made aware.
	Educational trips and outdoor activities consider accessibility needs for all	Curriculum Committee review visits and outdoor education policy / procedures. Ensure there is consultation with providers of outdoor pursuit trips. Monitor the quality of risk assessments.	Procedures and policy clearly identify the responsibility of staff members to ensure accessibility for all on trips.	Annual review	Informed risk and accessibility assessments are made before all trips so all stakeholders can take part.
Medium Term	Purchase resources for specific needs of children joining the School to access the curriculum and School	Liaison from feeder Schools to identify needs, use of SEN service to identify needs. Management of SEN budget.	All new children's needs are met to give them equal access to the School and curriculum, ideally before joining the School	Annual Autumn needs led basis, but pre-empting.	Children have equal access to the School and curriculum
	Staff are trained to meet the many needs of pupils, and resources are purchased.	Audit the training needs of the staff, gaps and strengths. Pre-empt the skills that might be required. Provide CPD to ensure that the needs of the child can be met.	Within the School there is expertise to support the needs of all children and develop skills of other staff	On-going	New children joining the School will have expertise to staff to meet their specific needs
Long Term	Source facilities to be able to provide information in a variety of formats	Contact LEA SEN and EAL services for help	Parents and pupils have access to all appropriate School information	Seek advice on a needs led basis	Clear communication for all