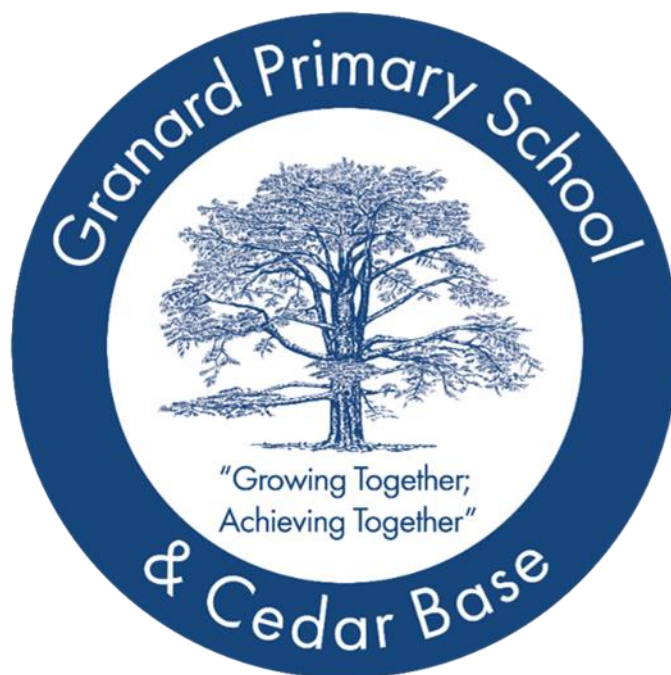


Granard Primary School



Accessibility Plan

March 2025

Review Due: March 2028

Accessibility Plan 2025

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

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 severe learning difficulties and profound and multiple learning difficulties. At Granard Primary 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.

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

The governing body also recognises its 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.

Definition of disability under the Equality Act 2010

You are 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.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Equality Policy.
- The plan will be on the school website and reviewed annually by the Senior Leadership Team (SLT) to ensure it is effective.

Aims and Objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability

The tables overleaf set out how the school will achieve these aims.

Improving the Physical Access

Target	Strategies	Timescale	Person Responsible	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/carers	• Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school used for meetings • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	As required	SLT SENCOs	• SEND objectives are in place for disabled pupils and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • PEEPs are prepared and reviewed as individual needs change
Ensure there are enough fire exits around school that are suitable for people with a disability	• Ensure staff are aware of need to keep fire exits clear	Daily	SLT Site Manager	• All disabled personnel and pupils have safe exits from school
To ensure all staff with a disability are known to the SLT and are suitably provided for	• Regularly re-canvass existing staff inviting any staff who consider that they have become disabled to submit a self-classification form • Encourage all appointees to indicate at induction whether or not they consider themselves to be disabled • Ensure that at least once a year disabled employees are offered the opportunity of a meeting with a manager to discuss needs for adjustments and their development • Make every effort if employees become disabled, to make sure they stay in employment	Ongoing	SLT	• Staff are well supported with any temporary or permanent disabilities they might have

Improving the Curriculum Access

Target	Strategies	Timescale	Person Responsible	What will success look like?
Ensure that disabled pupils can participate in school trips and visits	• Ensure access and transport is available for disabled pupils • Risk assessment. Ensure there is enough support through staffing levels • Liaise with parents about children's needs	Ongoing	All staff	• All children are able to participate in school trips
Ensure that disabled pupils can participate in extra-curricular activities	• Allow opportunities for all children to participate in activities • Risk assessment as necessary • Liaise with parents • Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	Ongoing	All staff PE Leader ASC Manager	• All children are able to participate in extra-curricular clubs and activities
Ensure that positive attitudes towards disabled people are promoted	• Through teaching of curriculum and assembly times • Deal with issues as they arise	Ongoing	PSHE Leader Class teachers SLT	• Children are aware that people have different needs
Ensure that disabled parents are supported to access information about their child's progress at school	• School website has information • Regular parent evenings and regular IPP review meetings – Option of attending meetings virtually if required • End of year report is written in a way that all parents can access	Ongoing	SENCOs Class teachers	• All parents understand the information they are given re their child's progress
Ensure that disabled pupils' voices are heard	• Create more opportunities for children to speak • Ensure regular circle time sessions are in place • Ensure that all children are given opportunity to apply for the post of School Council reps, and other roles of responsibility • Enable all children to vote	Ongoing	SENCO PSHE Leader Class teachers Pupil Voice	• All children are given opportunities to share their ideas

To ensure that disabled pupils can access the facilities and support they require	• Train appropriate staff when needed • Regular service of lift in Cedar building • Ensure access can be made to the main reception area • Ensure disabled access to the swimming pool	Ongoing	SENCO Site Manager	• All children can access all areas of the school as required
To ensure that all disabled children can access the Curriculum and make good progress	• Curriculum is reviewed regularly to meet needs of all children • To make full and effective use of assessment to evaluate pupil progress • Identify actions that can be implemented to improve the attainment levels of disabled pupils through effective ordinarily available provision • Ensure that disabled pupils are supported to achieve through the provision of support (mentors/teachers) and appropriate resources • Use staff meetings and support staff briefings for staff development	Ongoing	SEN team	• All children have full access to the curriculum

Reviewed: March 2025

Review Due: March 2028

Approved by: Governor:

Name: Date:

Headteacher:

Name: Date: