

The Grange Therapeutic School

Accessibility Plan

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1. 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.

Every child has a right to high-quality teaching, to enable our pupils to achieve their greatest outcomes. We create opportunities for all pupils to engage in captivating lessons. We nurture dreams to build futures through care, compassion, quality, and impact.

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

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.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving access to and participation within the curriculum

To enhance the ability of disabled students to participate in the school curriculum, our aim at **The Grange Therapeutic School** is to reduce and eliminate barriers to access.

We are committed to ensuring full participation in the school community for all pupils, including those with disabilities. By fostering an inclusive environment, we strive to provide equitable opportunities for every student, allowing them to thrive academically and socially.

This commitment involves ongoing assessment of our practices and the implementation of necessary adjustments to support the diverse needs of our learners.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communications with schools to provide a quality transition.	SLT / SENDCo	To identify pupils who may need additional support. To complete pre-admission meetings with the clinical team and the pastoral lead. Sharing Welcome Pack with families. To ensure parents/pupils visit the site.	Teacher/SENDCo time; Welcome Pack; Meeting proforma	Ongoing	Transition for children from other schools is smooth with adequate and appropriate resources and provisions.
Effective communication and engagement of parents	Deputy Head / SENDCo / SLT	Introductory meetings in the Autumn Term with teachers and SENDCo, followed by termly meetings with parents and carers. Settling-in reviews. Termly review meetings with the parents of children with EHCPs.	Up-to-date LSPs and EHCPs; Rooms for meetings; Diary dates	Ongoing	Increased engagement of parents.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SLT	Audit staff strengths/gaps in knowledge. Internal and external training. Autism support team, Speech and Language, OT. TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCo to do 1:1 sessions with teachers.	Staff meeting; TA training; SENDCo/Teachers time; External agency training	Ongoing	Staff confidence in adapting the curriculum. Curriculum is ongoing and improving. Children's participation in the curriculum is broader and effective.
To ensure that the medical needs of all pupils are met	SLT	Conducting parent interviews/questionnaires. To liaise with external agencies. Make relevant referrals to	Staff meeting; TA training	Ongoing	All advice acted upon. All pupils' needs are

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fully within the capability of the school		external agencies. Improving training needs. Ensure medication and first aid policies are being followed.			met, and they can access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SLT / SENDCo	iPads are available to support children with difficulties. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Audit of equipment and needs. Staff training. Monitor and observe the use of equipment. Visual timetable, writing with symbols. Purchase Widgit to make resources.	Cost of resources	Ongoing	SEND children have appropriate equipment and resources that support their learning and remove barriers to learning.
Appropriate use of interventions and their success and impact on progress	Deputy Head / SENDCo	Track intervention success. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Insight; Training on new interventions through professionals; Resources required to deliver interventions	Ongoing	The progress and attainment of all children is outstanding.
All children are visible in the curriculum and resources	SENDCo	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Books	Ongoing	Children will be able to identify with characters in stories, historical figures, and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day trips in light of the current cohort	Deputy Head / SENDCo	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children can access the trip to its full extent. Pre-visit paperwork to be completed on EVOLVE.	Risk Assessments; Time for pre-visit if required	Ongoing	All SEND pupils can access all trips.
Ensure all children feel safe and involved at playtimes	Deputy Head	Staff encourage children to participate with peers. Education staff report any concerns where children may not be involved in breaktime activities. Pupil focus meetings take place weekly to discuss any children that may feel vulnerable or is struggling to participate with their peers. Training for staff. Fortnightly meeting/vulnerable children meeting. Specialised play equipment.	Training; Meeting time; Specialised play equipment	Ongoing	Children feel safe in school – evidence in survey results from children.
Maintain safe access around the interior and exterior of the school	SLT / Facilities Manager	Ensure all areas are safe and cleared to ensure children are safe and that walkways and other areas are clear. Communication with parents through letters/newsletters/website/1:1 school staff.	Premises meeting minutes; Premises walk	Ongoing	There is safe access throughout the school. No accidents or near misses.

3. Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on the website to	Deputy Head / Office	Ensure documents are accessible to everyone using commonly known vocabulary. The office should be aware of	Office time; Deputy	Ongoing	All parents will be able to be aware of what is happening at

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check accessibility for parents	Staff / SENDCo	parents who may need support in accessing materials and assisting with this.	Head's time		school via the website.
Ensure written materials are available in alternative formats	SLT / SENDCo	Ensure office staff can use Google Translate to translate any written letters and newsletters, and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a Braille service or enlargement of papers. Invite parents who may need support completing forms.	Google Translate	Ongoing	Parents can access all information.
Improve use of pictorial communication systems	Clinical	SALT to create classroom resources, visual timetables, social stories and cascade training to all staff.	Training; Time for meetings	Ongoing	All school staff are aware of the disabilities of children in their classes.

4. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Headteacher and the Facilities Manager.

It will be approved by the Headteacher/Regional Director.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- SEND Policy

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- Supporting Pupils with Medical Conditions Policy