



# Griffin Primary School

## Accessibility Plan 2023-2026



1	Summary	Accessibility Plan			
2	Responsible person	Tom Havercroft			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	Local Governing Body			
7	Approved by and date	LGB 8.9.23			
8	Version number	4.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023 Reviewed September 2025			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Schools' Planning Duty

1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers, and other people who use the school or may wish to; and
- to prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

This plan and the supporting SEND Local Offer meets the following criteria:

- Paragraph 3 of schedule 10 of the Equality Act 2010
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 5 years.

2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments, and learning disabilities.

3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Priorities and actions have been set so progress and outcomes can be measured.

6. **The plan is to be reviewed every year; and updated at least every 3 years.**

## 2. Schools Aims



2.1. At Griffin Primary we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Griffin Primary aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils i) with special educational needs ii) and/or disabilities

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition, parents of children and young people with a disability are consulted to ensure all needs and areas of concern are addressed.

2.4. As stated above, Griffin Primary is committed to equal opportunities and inclusion. This **Accessibility Plan** is not a standalone document but should be considered alongside the following school documents:

- Special Educational Needs policy
- Equal Opportunities statement
- Griffin Primary's Special Educational Needs & Disabilities (SEND) Local Offer
- Griffin Primary's Safeguarding and Child Protection policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **3. Current Good Practice which supports this duty**

3.1. The school is committed in providing the best care and provision for children with disabilities and we work closely with other agencies to adapt the environment to meet their needs. All staff working with a child with disabilities is provided with the relevant support and guidance to be able to support their needs.

#### **3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

3.2.1. Griffin Primary has a good working relationship with feeder nurseries and pre-schools. Transition for children starting school with a disability starts as soon as



possible and a plan will be agreed. This may include multi-agency meetings with parents and all professionals involved in supporting the child. Early identification for a child with SEND is crucial and the LA Early Years SEND advisors supports practitioners to identify and signpost/refer to appropriate services and agencies.

3.2.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Hull SEND team, outreach services, health professionals and Educational Psychology Service, the SENCO will ensure the EHCP is in place and additional resources and provision available for the individual.

3.2.3. The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Speech and Language Therapists
- IPaSS
- Occupational Therapists
- Physiotherapists
- Northcott Outreach
- Steps to Success outreach
- Educational Psychologists
- CAMHS
- GPs and paediatricians
- School Nursing Team
- Social Care and Early Help
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching assistants and lunchtime assistants have a wide range of qualifications, training, and experience of working with children with a varied range of needs including:

- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy, allergies
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health
- Emotional difficulties including attachment disorder or bereavement
- Sensory processing
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome, Cystic Fibrosis
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work



- Safeguarding team to access Early Help and other agencies, e.g. Young Carers
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, including social communication
- ELSA sessions for pupils 1:1 in a designated room
- Jigsaw for PSHE taught across the school
- Sensory space
- Developing social skills through Lego intervention, Pet Respect friendship groups
- Access to Steps to Success outreach
- Access to Northcott outreach service
- iPads and other access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Toe by Toe, Lexia, Maths Whizz
- Staff deliver 1:1 personalised programmes linked to a child's EHCP focusing on fine and gross motor skills
- Support and guidance by safeguarding and welfare officer regarding support for the family through support groups and referral for other agencies
- Access to ALL extra-curricular activities and clubs, school visits, residential and appropriate risk assessment
- Advice and support from the School Nursing Team via school referrals
- Paediatric First Aiders
- Transition arrangements, planning and support for SEND to secondary or special school settings.

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness, and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### **3.3. Current Actions: improving access to the physical environment of the school**

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which disabled pupils have limited access to and the school continues to make minor adjustments to improve access and support the needs of its current community.

3.3.3. In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

### **3.4. Current Actions: Improving the delivery of information to persons with a disability**

3.4.1. School staff are aware of the services available for converting written information into alternative formats.



3.4.2 Initial discussion with class teacher and coordinator to support pupil's specific needs.

3.4.3 Meeting with parents to ensure pupils are able to access all information.

3.4.4 SENCO would liaise with external agencies and or providers who could provide such resources, specialised assessments, or advice. SENCO to work with all school-based staff to ensure pupils are not disadvantaged in any way through being unable to access any information.

#### **4. Review and Implementation**

4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. The school's current plan is available in Appendix 1.

#### **5. Appendix 1**

### **Appendix 1** **Accessibility Plan 2023-2026**



Priority	Action	Timeline	Monitoring and Cost	Impact
Appropriate use of specialised equipment to benefit individual pupils and staff.  (3.2 and 3.3)	Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.  Audit current resources and identify which resources and equipment would support individuals.	Ongoing  Ongoing	£1000  SENCO £500	
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/EHCP in place.  Improving delivery of information to pupils with a disability  (3.2 and 3.4)	Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes  SEND yearly review by SLT and Venn Directors of SEN. Through moderation cycle and lesson observations SEN evaluated.  Annual reviews planned and completed.  Three times a year review dates for graduated response forms and my support plans to be reviewed.  Termly review dates for APDRs  Pre-key stage standards used for pupils working below their key stage in Reading, Writing and Maths.  Additional resources used to adapt learning for all pupils. This is evident in the classrooms.	Ongoing  Ongoing  Ongoing based on date of EHCP plan  December, March and July  Ongoing  Reviewed and moderated termly  Ongoing  Ongoing	EVC  Cost of SLT time - £500  SENCO  SENCO  SENCO  SENCO SLT  £500	



	Other professionals from different agencies to support with evaluating, supporting and offering advice for provision, for example EP, Northcott outreach, IPASS		£2000 for EP	
Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are met educational, physically and personally.	EHCP, graduated response forms, medical, intimate care plans reviewed at beginning of term to assess needs.	December, March and July	SENCO	
Improving delivery of information to pupils with a disability (3.2 and 3.4)	Training needs identified to support pupils with medical needs and specialised care plans.	Ongoing	SENCO	
	Training planned and delivered by appropriate services, for example health, school nurse, specialised nurses/practitioners, physiotherapists, CAMHS nurses, etc.	Ongoing	SENCO	
	Review training needs as required.	Ongoing	SENCO SLT	
	Whole school training if necessary.	Ongoing		
Information and site are accessible for all parent/carers (3.3)	Site is accessible for disabled parents. Regular checks to ensure access is available in classrooms and around the school.	Ongoing	Site manager and SBM	
	Information boards around site are correct and signpost parents to appropriate places.	Ongoing	Site manager and SBM	
	Include special requirements for parent/carers in invites to the school for open events, celebrations, parent evenings. For example, this could be disabled access for	Ongoing	Site manager and SBM	



	wheelchair and mobility scooters.			
Ensure all pupils can access all educational visits offsite, i.e swimming.  (3.2)	Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes.  Additional risk assessments in place to ensure equality and visit is planned to ensure risks are accounted for.  Alternative or specialised settings	Ongoing  As required  As required	Teaching staff EVC  Teaching staff EVC  SENCO	
Sensory provision developed to support SEND pupils.  (3.2)	Support from Northcott outreach service in developing provision and to fits the needs of the pupils.  Pupil and staff voice collected for views of sensory provision and how this could be developed further.  Resources identified and purchased to further develop sensory space	Ongoing  Autumn Term annually  Autumn Term annually	£500  SENCO  SENCO £1000	
Well-being and mental health are promoted well in school and effective support is offered for pupils, parent/carers and staff.  (3.2 and 3.4)	<b>Pupils</b> Taught through Jigsaw PSHE curriculum, Lego Therapy and use of ELSA sessions  <b>Parents</b> Provide updates to parents following ELSA sessions and share strategies to use at home.  <b>Staff</b> Access to Venn wide counselling. Opportunity to talk to Phase Leaders.	Ongoing  Ongoing Half-termly  As required	Teaching staff SENCO Reviewed half-termly  SENCO ELSA  Principal	

