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Issued	September 2021		
Approved by	Education Committee	Next review	September 2024

Grampian Primary Accessibility Plan

Date: October 2021

Purpose

This Accessibility Plan is designed to ensure that Grampian Primary Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the school

- Not discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum □ increasing access to written information.

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan relating to the above three planning duty areas which we have completed after the Accessibility Plan were completed. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

Appendix 1: Accessibility Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	Everyone is welcome in school. We are a 1 storey setting with no steps or stairs. We do not have a hearing loop. The décor is not conducive to sight impairment.	Sensory support – depending on need	Physical environment, however, we have no pupils with significant hearing impairment so a hearing loop is not currently needed. We do not have any sight impaired pupils but this may be taken into consideration as areas and classrooms are decorated.	Not at this time
1.2 Are there high expectations of all pupils and staff?	The school has a culture of high expectations for all. This is reiterated in our staff meetings, pupil progress meetings and was seen by our OfSTED Inspection (Nov 2023)			No
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	We are an inclusive school.			No

1.4 Are pupils equally valued?	They are. All pupils have a voice in our school through class and school council meetings, held every half term.				No
1.5 Do staff seek to remove all barriers to learning and participation?	Staff work closely with pupils, parents, SENCo and outside agencies to ensure that barriers to learning are removed.				No
1.6 Are lessons made accessible to all students?	Careful consideration is given to class planning to ensure that all learners are involved in the learning at an appropriate level.				No
1.7 Do you make the best use of teaching assistants (TAs)?	Our placement of TAs is reviewed according to need of the pupils at least once a year. There may be other times throughout the academic year where a need arises and this would lead to staff being re-deployed to another part of the school.				No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Training is provided as when needed by appropriately trained personnel.			No
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Training is provided through Staff Meetings, INSET days and, occasionally, attending external training sessions. If a pupil had a specific technological need, staff would be trained accordingly using high quality trainers as recommended by the PI Team (STePS)			No
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	Risk assessments and 1 page profiles are undertaken. Information regarding pupil level needs are shared from one class team to the next at the point of transition.			No
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	Yes and staff also use information gained from external assessments to assist in meeting individual pupil needs.			No

Accessibility Plan

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	Provision made as required, dependent upon need			No
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	Yes, as required following appropriate guidance from trained assessors or HR			No
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	Yes, as required			No
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes, appropriate provision made in line with CTMM pedagogy			No
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes, if needed / requested			No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
4. The physical environment *Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.*				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	All areas of the school are accessible via wheelchair except for pupil toilets. We do have 2 disabled toilets available. One of these has a hoist and a bariatric bed.			No
4.2 Are toilet facilities and showers accessible to wheelchair users?	The school has toilet facilities available but no showering facilities.		Physical environment.	No
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes - although additional provision for sensory impairments may need to be considered	Sensory support – depending on need	Physical environment	No

Accessibility Plan

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	No			
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	No			
4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	Storage is an issue in school for all classes		Physical environment	Not yet – this is a consideration for the Buildings Team
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	No, although there is not currently a hearing loop The Hall has a very high ceiling making it very noisy particularly at lunchtime.	Impaired hearing support – depending on need	Physical environment	No

4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No – we do not have any lifts in school as we are single storey	Additional non-visual guides	Physical environment	No
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	No – alarms are currently auditory only	Visual component to alarm	Physical environment	Yes

Accessibility Plan

Appendix 2: Accessibility Plan template

Short term	
Targets	Signage updated around school to include symbols and staff photographs where necessary
Strategies	Use the online widget program to update signs around school
Outcome	Signs around school are accessible for all
Timeframe	By the end of Spring Term 2023/24
Goals achieved	Physical accessibility of school increased

Medium term	
Targets	Development of sensory spaces for emotional regulation and sensory integration
Strategies	Identify sensory spaces in school and equip them with sensory regulating resources
Outcome(s)	The environment is better suited to the needs of our children who are sensory seeking or sensory avoidant so that it is more accessible for all.
Timeframe	By the end of academic year 2023/24
Goals achieved	The environment meets the needs of our sensory seeking / sensory avoidant learners

Medium term	
Targets	Addition of evacuation systems include alarms with both visual and auditory components
Strategies	Identify the location of emergency alarms and see how they can be enhanced to include a visual element too.
Outcome(s)	Hearing impaired pupils / visitors are able to evacuate independently in the case of emergency
Timeframe	TBC with SBM
Goals achieved	Hearing impaired members of the school and wider community are able to be independent in the case of an emergency