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Grampian Primary Academy Accessibility Plan

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Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***"Every Student, Every Lesson, All the time."***

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 students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of Grampian Primary Academy to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

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 and trusts 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 and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Duties on the school

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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

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. It is also available in large print or other accessible formats if required.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39). Equality_Act_Advice_Final.pdf (publishing.service.gov.uk)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

Planning duties

This section outlines the main activities which Grampian Primary Academy undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum.

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- Modified examination papers
- Modified resource and support material
- ICT facilities

Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need or other relevant information about their child(ren).

Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. 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 students' disabilities and any preferences expressed by them or their parents/carers.

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

Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- SEND Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? *e.g. training need, policy change, documentation, physical environment, communication, resources required*	Transfer to the accessibility plan?
1.1 Is everyone made to feel welcome, including those with Special Educational Needs and / or disabilities?	Inclusive signage and displays representing diversity Strong community relationships Disabled parking Ramps at all front of school entry points	Disabled toilet at the front of school is not appropriately sized for visitors Some rooms do not have direct fire escapes Limited visibility of SEND provision for parents	Physical environment Communication	
1.2 Are there high expectations of all students and staff?	Consistent behaviour policy SDP has inclusion thread Performance management includes inclusion targets Relational practice and reasonable adjustments in place	Some variation in expectations across unstructured times	Training need	Yes
1.3 Do staff, Anthem Community Councils and	Clear school vision/values Student voice groups active	None	NA	

students share and promote a philosophy of inclusion?	Assemblies promote diversity and inclusion SEND parent and carer voice opportunity			
1.4 Are students equally valued?	Rewards system inclusive of different achievements Celebrations of diverse abilities (e.g. arts, sports, effort)	Formal student voice does not always include the most complex, vulnerable learners	Opportunity	
1.5 Do staff seek to remove all barriers to learning and participation?	Use of SEND register and provision maps Reasonable adjustments regularly applied SENCO and Inclusion Team distribute support and coaching Regular raising attainment meetings to discuss barriers to learning	Professional development is ongoing for identification of barriers – particularly for the most complex needs.	Professional development	
1.6 Are lessons made accessible to all students?	Evidence of adaptive teaching strategies Use of scaffolds, visuals, and assistive technology Teaching and Learning Development Calendar built around explicit teaching	Some of the most complex learners cannot access the class learning and use tailored curriculums. This requires further design.	Professional development Resource	

1.7 Are support staff used effectively to positively impact on student outcomes?	Teaching assistants deployed by need, not by class Some targeted interventions show impact No over-reliance on 1:1 support	Some subject knowledge differences across support staff	Training	

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it?	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?	Accessibility features are used, particularly on iPads. Where required, assistive tech such as laptops aid writing. Coloured overlays and sensory resources are used as appropriate.	Limited tech in early years, particularly for most complex needs in Sparkle Room.	Resources	
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with a disability?	SENCo, with external professional support, has delivered appropriate training, including sensory circuits. Induction process includes SENCo input into need.	None	NA	

	Clear transition discussions supported by resource and SENCo. Training is tailored and adapted to meet need.			
2.3 Are your staff aware of how classrooms should be optimally organised for students with a disability?	Inclusive classroom design is the norm. Targeted resource such as concentration tables and workstations are used. Where required, personalised classroom routes and evacuation plans are planned and know by all adults.	The building is old and some classrooms are not supportive of all disabilities.	Physical environment	
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Adaptive teaching is a thread through the whole staff teaching and learning curriculum. Raising attainment meetings happen regularly and discuss targeted and curriculum adaptations.	None	NA	

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it?	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?	Key polices are available on the website. Reception offer tailored support for visitors. The dedicated school app, where all parent messages are sent, can be set to multiple language options.	Limited clarity on where to access more tailored resource for parents.	Communication	
3.2 Do you provide access to computer technology appropriate for students and adults with disabilities?	Technology availability in school is good. There is a selection of tablets and laptops to ensure access and ease of use. Where regular use is required, dedicated devices are assigned and kept in the classroom.	None	NA	
3.3 Do you provide access to internet resources appropriate for students and adults with disabilities?	The 365 platform is single sign in which aids ease of use. Digital resources are checked by teachers for accessibility. There is support for staff where alternative resources require sourcing.	None	NA	
3.4 Do you ensure that information is presented to groups in a way which is user-	Key instructions are read aloud and checks for understanding take place.	Some verbal explanations required more precision in use of language.	Resource Professional development	

friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Visualisers are common practice and support direct modelling of task and resource. Verbal explanation is used alongside visuals.			
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Digital documents can be easily adapted. Access to printing and enlarging facilities are available on site.	None	NA	
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	Some awareness of the guidelines within the Inclusion Team.	No formal references of the materials shared with staff.	Communication Professional development	

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue is it?	Transfer to the accessibility plan?
4. The physical environment *Consider all the areas to which students 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 students	Ramps are installed at all entrances at the front of school and most exits.	Some fire exits at the rear of school have a small step.	Physical environment	

and adults who use wheelchairs?	Doorways throughout school are an appropriate width to support access. Corridors are kept free of clutter and cupboards to support ease of access.			
4.2 Are toilet facilities and showers accessible to wheelchair users?	There are accessible toilets at the front of school and rear of school. The toilet at the rear of school contains access to a height adjustable bed to support intimate care as well as a hoist to provide additional support as needed.	The front of school disabled toilet is used for visitors, but this does not have a full-size toilet making use uncomfortable.	Physical environment	
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Defined pedestrian routes allow access to the full school site. These are flat and well surfaced. The car park is for disabled and staff use only.	There is limited disabled car parking that does not always meet the demand of parents and families.	Physical environment	
4.4 Is there any decor which may be confusing or disorientating for students and adults with a disability with a visual impairment, for	Floors are in contrasting colour to walls. There is reduced clutter around all environments with dedicated storage access.	None	NA	

example floors and walls which are the same colour?				
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?	Signage is in place across site. It is at an accessible height. All signage has a clear contrast between background and message. Images and icons are used where appropriate alongside a clear font.	None	NA	
4.6 Is there accessible storage to enable students and adults with a disability to access aids and equipment?	There is a variety of centrally stored and classroom stored equipment. Where need of use is known and required, resources is stored for independent accessibility.	There is limited access to resource universally.	Physical environment Resource	
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?	Staff have good awareness of background noise and how to minimise this.	Poor acoustics in the school hall due to the high ceiling.	Physical environment	
4.8 Are there non-visual guides to assist people to use buildings including changes in		There is limited access to tactile signage	Physical environment Resource	

surfacing materials, lifts with tactile buttons etc?				
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	Standard fire alarm system in place. Regular fire drills conducted. Visual stories and sound recordings used to explain fire alarm procedures. Emergency lighting marks the path to the nearest fire exits.	Lack of visual alarm indicators across the site.	Physical environment / resource	

Appendix 2: Accessibility Plan template

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

Aim: Increase access to the curriculum for students with a disability	
Current Good Practice	**Our school demonstrates a strong commitment to inclusion through:** • A broad and balanced curriculum that is differentiated and adapted to meet the needs of all learners • Use of adaptive teaching strategies, including scaffolds, visuals, and assistive technology • Provision maps and SEND register to identify and respond to individual needs • Regular progress tracking and raising attainment meetings, ensuring barriers are identified and addressed • A Teaching and Learning Development Calendar focused on inclusive practice • Strong SENCo leadership, including staff training, transition support, and coaching • Deployment of support staff based on need, with targeted interventions in place • Use of reasonable adjustments and relational practice to support engagement **Practice under development:** • Curriculum pathways for most complex learners • Consistency of adaptive teaching across all staff • Expansion of assistive technology in some areas (e.g. early years)
Objectives	Short-term (Year 1) • Improve consistency of adaptive teaching across all classrooms • Increase staff expertise in meeting complex SEND needs • Improve access to technology for learners with the highest needs Medium-term (Year 2) • Fully implement bespoke curriculum pathways for complex learners • Embed consistent, high-quality adaptive teaching across the school • Ensure support staff have strong subject and pedagogical knowledge Long-term (Year 3)

	• All students, regardless of need, can access an ambitious and appropriate curriculum • Gaps in progress for SEND learners are consistently narrowed • Staff demonstrate expert-level inclusive teaching practice

Objective 1	**Improve consistency of adaptive teaching**
	• **Actions to be taken:**
	  ○ Deliver whole-school CPD on adaptive teaching (focus on responsiveness, not differentiation alone)
	  ○ Use coaching and instructional coaching cycles to embed practice
	  ○ Monitor through learning walks and book looks
	• **Person responsible:** Teaching & Learning Lead / SENCo
	• **Date to complete:** July 2027 (embedded practice)
	• **Success criteria:**
	  ○ Adaptive teaching evident in all classrooms
	  ○ Reduced variation between classes
	  ○ Improved engagement of SEND learners

Objective 2	**Develop curriculum pathways for complex learners**
	• **Actions to be taken:**
	  ○ Design and implement bespoke curriculum pathways for pupils unable to access age-related curriculum
	  ○ Create clear progression models and assessment approaches
	  ○ Align provision maps with curriculum intent
	• **Person responsible:** SENCo / SLT
	• **Date to complete:** Initial design by January 2027; fully embedded by July 2028
	• **Success criteria:**
	  ○ All learners access an appropriate curriculum
	  ○ Clear progression demonstrated for complex learners
	  ○ Increased engagement and reduced exclusion from learning

Objective 3	**Strengthen staff expertise in SEND and inclusion**
	• **Actions to be taken:**
	  ○ Provide targeted CPD on:
	  ▪ Complex SEND (e.g. autism, SEMH, sensory needs)

	▪ Precision in teacher explanation ○ Provide subject-specific training for support staff • **Person responsible:** SENCo / CPD Lead • **Date to complete:** Ongoing (review annually) • **Success criteria:** ○ Increased staff confidence (staff voice) ○ Improved quality of explanations and scaffolding ○ Support staff effectively contribute to learning
Objective 4	**Improve access to assistive technology** • **Actions to be taken:** ○ Audit current technology provision ○ Invest in resources for early years (Sparkle Room priority) ○ Train staff on use of assistive tools • **Person responsible:** SENCo / IT Lead • **Date to complete:** July 2026 • **Success criteria:** ○ Increased independence of SEND learners ○ Consistent use of assistive technology across classrooms
Objective 5	**Ensure high expectations and inclusion beyond lessons** • **Actions to be taken:** ○ Provide staff training on inclusion during unstructured times ○ Adapt pupil voice systems to include most vulnerable learners • **Person responsible:** Pastoral Lead / SENCo • **Date to complete:** July 2027 • **Success criteria:** ○ Improved behaviour and engagement at unstructured times ○ Increased participation of vulnerable learners in student voice

Aim: Improve and maintain access to the physical environment	
Current Good Practice	**The school environment is adapted to support accessibility and inclusion. This includes:** • Ramps at all main entrances and most exits • Appropriate corridor widths and uncluttered routes

	• Accessible toilets (including hoist and changing facilities in rear provision) • Disabled parking provision • Clear signage with appropriate contrast and positioning • Defined, safe pedestrian routes across the site • Personalised evacuation planning where required **Practice under development:** • Consistency of access across older parts of the building • Availability and distribution of accessible facilities (e.g. toilets, parking) • Acoustic and sensory considerations in shared spaces
Objectives	Short-term (Year 1) • Address immediate barriers to safe and equitable access Medium-term (Year 2) • Improve consistency of accessibility across the site Long-term (Year 3) • Ensure the environment fully supports independence and inclusion for all users

Objective 1	**Remove key physical barriers and improve access**
	• **Actions to be taken:**
	  ○ Upgrade front disabled toilet to appropriate size and usability
	  ○ Assess ramping or adjustments for rear fire exits
	  ○ Review allocation of disabled parking spaces
	• **Person responsible:** Headteacher / Site Manager
	• **Date to complete:** July 2027
	• **Success criteria:**
	  ○ All users can safely access key areas of the school
	  ○ Disabled facilities meet expected standards
	  ○ Improved feedback from users (parents, staff, pupils)

Objective 2	**Improve inclusive design and accessibility features** • **Actions to be taken:**

	○ Assess need for visual fire alarm indicators across the site ○ Introduce tactile signage and navigation aids where appropriate • **Person responsible:** Site Manager / Trust Estates • **Date to complete:** July 2028 • **Success criteria:** ○ Improved access for visually and hearing-impaired users ○ Safer and more inclusive emergency procedures
Objective 3	**Improve organisation and accessibility of resources** • **Actions to be taken:** ○ Review and improve access to stored equipment and aids ○ Ensure resources are available at point of need for independence • **Person responsible:** SENCo / Site Manager • **Date to complete:** July 2027 • **Success criteria:** ○ Students can independently access required equipment ○ Classrooms better meet diverse physical needs ○ Reduced reliance on adult support for access

Aim: Improve the delivery of information to students with a disability	
Current Good Practice	**The school uses a range of communication approaches to ensure information is accessible:** • Clear internal signage with appropriate contrast and visuals • Use of visualisers, verbal explanation, and modelling in lessons • Digital platforms (e.g. school app, Microsoft 365) supporting accessibility and translation • Availability of large print and adapted resources where needed • Use of visual supports, symbols, and scaffolds in classrooms • Staff routinely read aloud instructions and check understanding • Technology (tablets/laptops) used to support access **Practice under development:** • Consistency in precision of verbal explanations • Staff awareness and use of RNIB accessibility guidelines

	• Clarity for parents on accessing adapted information
Objectives	Short-term (Year 1) • Address immediate barriers to safe and equitable access Medium-term (Year 2) • Improve consistency of accessibility across the site Long-term (Year 3) • Ensure the environment fully supports independence and inclusion for all users

Objective 1	**Improve consistency and quality of accessible communication**
	• **Actions to be taken:**
	  ○ Provide CPD on:
	  ▪ Clear and precise teacher explanation
	  ▪ Use of visual and verbal strategies together
	  ▪ RNIB accessibility guidance
	  ○ Share simple staff guidance on accessible document and resource design
	• **Person responsible:** SENCo / Teaching & Learning Lead
	• **Date to complete:** July 2027
	• **Success criteria:**
	  ○ Improved clarity of explanations observed in lessons
	  ○ Increased consistency in accessible teaching strategies
	  ○ Staff demonstrate understanding of accessibility principles

Objective 2	**Improve access to information for students and families**
	• **Actions to be taken:**
	  ○ Provide clear guidance for parents on how to access SEND support and adapted materials
	  ○ Ensure key communications are available in accessible formats where needed
	  ○ Review and strengthen accessibility of digital platforms and resources
	• **Person responsible:** SENCo / Office Team / SLT

	• **Date to complete:** July 2027
	• **Success criteria:**
	  ○ Increased parent engagement and understanding (via feedback)
	  ○ Reduction in requests for clarification of information
	  ○ Accessible formats used more consistently