

# **Griffin Primary School**

## **ACCESSIBILITY PLAN**

**2019 - 2022**

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Trust Board Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. The Griffin Primary Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was drafted in October 2017 and reflects the statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Griffin Primary Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made

available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Inclusion Policy
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan / Suitability Survey
- School Brochure / Prospectus and Vision Statement
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School Brochure / Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Governor Curriculum Committee.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Wandsworth Accessibility Strategy – “Removing the Barriers”.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved

DATE

Review date: September 2019

Griffin Primary School Accessibility Plan 2016-2019 Improving the Curriculum				
TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
Ensure provision for children with SEN & EAL& new arrivals is mapped across the school and that interventions are tracked and monitored for impact	<p>SENCO to map provision for children with SEND across the school; termly data capture meetings to include scrutiny of provision/outcomes; GB tracking</p> <p>Nurture Group to continue, led by the SENCO to address increase in SEMH needs within the school</p> <p>ELKLAN approaches and social skills groups set up on a needs led basis to address students with significant SLCN</p>	<p>Termly tracking</p> <p>Autumn 2016 onwards, termly reviews by SENCO and HoS</p> <p>Autumn 2017 onwards, termly reviews by SENCO</p>	<p>Pupils with SEND &amp; EAL make good progress from starting points</p> <p>Intervention programmes for pupils have good impact on pupil outcomes</p> <p>Pupils with SEMH will make progress in their behavior for learning and gradually integrated back into the mainstream class successfully</p> <p>Pupils with significant SLCD can make progress with their speech,</p>	<p>SENCO post</p> <p>SENCO and 2 HLTAs</p>

			understanding and communication and are, as a result, able to access the mainstream class environment with greater success. This will impact on their academic progress	
Ensure use of pupil premium is targeted at FSM children to raise attainment and narrow gaps nationally and between peers in school and raise the proportion of higher attainers	Map out attainment of FSM children and identify appropriate interventions to raise attainment; monitor impact of programmes & achievement through termly pupil progress meetings & GB	Autumn 2019 - ongoing	Gaps between FSM ever children narrow nationally & between peers in school; proportion of higher attainers increases	Pupil Premium
Ensure all children have access to the wider community to enhance & enrich the curriculum and school outdoor area enriches & enhances curriculum experiences	<p>Minimum of one half term visit per class across the school as part of curriculum study; nursery to arrange visitors to school where visits to outdoors are not practical – ensure use of outdoor space enhances &amp; enriches learning experiences</p> <p>Upkeep of outdoor allotment area &amp; develop Forest Schools curriculum</p> <p>Introduction of Inside Out Fridays – enhance and promote a creative approach to the curriculum and improve English and Maths skills and progress in all areas</p>	<p>Ongoing</p> <p>Autumn 2016 and ongoing upkeep of allotments January 2018 Forest Schools Training for school to commence (led by TK) Development plan in place for 2019-2020</p> <p>Start of Autumn 2017 and ongoing</p>	<p>Pupils experience enriched curriculum and have regular access to wider community</p> <p>Children have positive learning experiences in the outdoor area;</p> <p>Children have positive experiences in engaging with the creative curriculum and promote a love of learning</p>	<p>Self-funding/school fund/ free access to tfl</p> <p>Forest School Training fee</p> <p>No additional cost</p> <p>SMSC lead</p>

	<p>School Council – SMSC lead to develop school council and improve student voice</p> <p>PATHS/ SMSC – promotion of positive mental health strategies to address growing SEMH needs within the school, community and globally</p>	<p>Autumn 2017 and ongoing</p> <p>Autumn 2016 (Reception/ Year 1)</p> <p>Autumn 2017 – rolled out to the whole school and ongoing</p>	<p>School council will become the lead voice for the children and have a say in the running of the school.</p> <p>All children will have access to strategies of how to identify and manage their emotions and this will have an impact on behavior for learning and playground behaviour</p>	SMSC lead
All curricular activities are planned to ensure they are accessible to all children	<p>Risk assessments include all health &amp; safety requirements</p> <p>Curriculum planning includes appropriate differentiation &amp; use of additional support; evaluation of impact; targeted children named</p> <p>Children with sensory, mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT.</p>	Ongoing	All children able to fully access curriculum	No additional cost
Ensure children have better access to creative arts & enrichment	<p>Improve provision for dedicated space for music &amp; art/design and provision</p> <p>Steel Pans, 8 Year Arts Engagement Map including work with National theatre,</p> <p>Artis Education, Battersea community choir, Community and Sustainability</p>	<p>Autumn 2016 and ongoing</p> <p>Autumn 2017 and ongoing</p> <p>Autumn 2019 and ongoing</p>	<p>Dedicated music space with high quality resources</p> <p>Dedicated arts resources and plan for implementation</p>	<p>Designated areas for art and music storage</p> <p>Pupil Premium</p>
Training for staff in the identification of and teaching children with specific learning difficulties.	SENCO to arrange training appropriate to staff based on provision map/identified needs of children in school	Ongoing – regular SEND training identified in staff inset timetable	Training received by staff has positive impact on supporting staff in identifying, understanding and teaching children with SEN effectively; children experience better outcomes	SEND training identified in main school training budget
Ensure all children in school have equal	Updating ICT equipment in school to reflect current use of mobile	Autumn 2019 – audit of current technological	All children in school have equal access to online learning and use	Annual budget allocated for ICT

access to digital technologies and develop life skills across the curriculum	technologies and ensuring that ICT equipment is reflective of the real world	equipment to begin for improvement – build regular cycle of renewal of ICT equipment into school budget	of digital technologies to support and enhance the curriculum; life skills embedded into curriculum	
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Griffin Primary School Accessibility Plan 2019-2022 Improving the Physical Environment				
TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
Restrict public access to main school building through doors in playground	Lock down doors in corridors	Actioned	Public access through the building is restricted; staff & pupils are safe	
Ensure that equipment required due to an impairment is in place /ie changing table, sound system/.	Liaise with external agencies in order to identify and maintain the equipment	Based on needs of individuals as and when necessary Ongoing	All equipment in place and maintained well	Cost of equipment/ maintenance
Classrooms have access well-resourced & highly organised classrooms to promote high quality learning experiences	Update all IWB technology across the school Ensure learning resources are high quality, relevant, and promote positive learning Ensure all classrooms are decorated & maintained with appropriate high quality furniture – develop cycle of renewal	Actioned for main classrooms. Other rooms to be updated as required.  Ongoing – Annual audits & purchasing of learning resources by Subject Leaders	Pupils experience multi-sensory learning with high quality resources Learning environment is maintained regularly to optimum standard	3-5yrly review of IWB technology Curriculum budget linked to School Improvement Plan
Improve provision for PPA Teachers and LG staff to teach PPA	All teachers and members of LG to have a laptop PE teacher and Maths lead to teach PE and Maths throughout the school LG/ Part time PPA teacher to teach creative arts  Specialist/ qualified teachers to teach PPA	2017  Autumn 2017          Autumn 2019	Teachers are better able to plan & work together in appropriate rooms/access ICT equipment  During PPA students are taught high quality lessons in order to improve standards	Laptops:       1.5 PPA teacher salary

Griffin Primary School Accessibility Plan 2019-22 Improving communication				
TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
Written material including reporting arrangements are made available in alternative formats including digital & languages reflective of the school community	Ensure school is compliant with publishing required information on website Publish main school documents in community languages	Autumn 2019 and ongoing	School is compliant with website publishing Range of school documents are available to parents/carers	Publishing materials in community languages
Use information gathered from parent survey to improve communication in school	Annual parent questionnaire & response from school on strategies to improve	Annually	Parents report that communication improves	Reporting to parents
Ensure parents have access to translation services eg when communicating with school & via school website	Use of translators for key meetings with parents School website available in community languages	Ongoing	Parents able to communicate more effectively with school Parents able to access information in home languages	Translation services
Ensure parents are informed of school life, policies and practice and how they can support their children at home  Programme of workshops to include English, Maths, Home learning, SEND and updates  Regular coffee mornings	Fortnightly newsletter for parents; including news from classes, major events, future events and workshops and general information  Included in the newsletter	2019 ongoing - fortnightly  Termly schedule on school calendar	Parents are aware of what is going on within the school and informed of what their child is learning. They will be informed on events within the school  Parents will be aware of approaches used in school to be able to help their children at home	ELG time

to improve communication and information share on external services	Coffee mornings, led by MM, have a focus where parents can access information	Monthly	Parents create a network of support for themselves and their children	Coffee/ tea, biscuits, MM time
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