

Accessibility Plan



THE GRANGE
SCHOOL

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Accessibility Plan



REVIEW DATES AND APPROVAL

This policy is reviewed and approved by the Head/Senior Leadership Team.

Last reviewed: Autumn Term 2025

Next review: Autumn Term 2028

Person responsible for review: Head of the Senior School/Head of the Junior School

INTRODUCTION

At The Grange School, we aim to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014. This Accessibility Plan applies to the whole school including EYFS for the period Autumn term 2025 to Autumn term 2026.

The Governing Body continues to focus on its three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

This plan also supports pupils with special educational needs who are not considered disabled under the Equality Act. The school is responsible for meeting these pupils' needs, and for those who are classified as disabled, we have a duty to ensure they are not discriminated against in accessing education. The Grange School treats both responsibilities as equally important and is committed to an inclusive, whole-school approach.

THE PURPOSE OF THE PLAN

Accessibility Plan



The purpose of this plan is to show how The Grange School intends, over time, to increase the accessibility of our school for pupils with disabilities.

AIMS:

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided.
- To improve the availability of accessible written information.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

The Accessibility Plan shows how access can 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.

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

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan, and will be used to inform the actions of any subsequent plans.

STATEMENT OF EXISTING PROVISION AND RECENT DEVELOPMENTS

1. Increasing the extent to which pupils with a disability can participate in the school curriculum:

- Head of Learning Support at the Senior School and Head of Pupil Support at the Junior School, in conjunction with class teachers, has day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities. And ensuring reasonable adjustments are made to enable access to the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.
- Close liaison between personal carers, students, parents and teachers, ensuring inclusivity and constant improvements in terms of access to the curriculum and personal development

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- School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment. Risk assessments and reconnaissance trips arranged prior to all school outings and residential.
 - Appointment of staff member with responsibility for Enhanced Admissions Coordinator.
 - Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
 - Staff understanding of the importance of adaptation in terms of teaching style
 - Liaison with external agencies e.g. educational psychologists; health officers and therapists.
 - Pupil passports in place at the Junior School.
 - Special arrangements made for exams at the Junior School and for internal exams, GCSEs and A Levels at the Senior School in line with current JCQ guidelines.
 - Pastoral care available.
 - Mental Health Policy and related mental health initiatives which raise awareness of disability in order to promote understanding.
 - Whole school CPD by Head of Learning Support, to enable staff to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils.
- 2. Improving the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided:**
- Wheelchair access to main reception at both the Junior and Senior Schools.
 - Audible fire alarm. We will review the provision of a visual alarm should the need arise.
 - Ramps allow access to the school.
 - Disabled parking space at main reception to the Senior School.
 - Two disabled parking spaces at the Junior School.
 - Lifts at both Junior and Senior School to access all upper floors.
 - New buildings fully compliant with Building Regulations.
 - Evacuation chairs for disabled persons.
 - PEEPs produced for all students with mobility problems.
 - Furniture and equipment are selected as standard, age related as appropriate. Adjustable tables and chairs will be made available in school if required.
 - Well-being hub and quiet spaces are available to pupils who need access to them.
- 3. Improving the availability of accessible written information:**
- Use of ICT to enhance documents.
 - Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.
 - Use of pupil's own enhancement equipment.
 - Entrance exam papers to be offered in larger script and/or on coloured paper if required.
 - Where there are hearing difficulties, consultation with LEA with regard to the use of listening devices and microphones for teachers/pupils.

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- School responds to recommendations for public exams as detailed in reports for individuals and in consultation with current JCQ guidelines.

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Identify Actions and Goals

- *Increasing the extent to which disabled pupils can participate in the School curriculum*

1.

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> • To be aware of the access needs of any child with a disability 	<ul style="list-style-type: none"> • Use of application form to identify such pupils. • When necessary, share information with staff if a child has any difficulties with accessing learning in school 	<ul style="list-style-type: none"> • Head of Learning Support • CPD on identification by staff 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Staff confident to help Head of Learning Support to identify those with specific needs • Register of pupils with disabilities and assessment reports and advice on individual support available • Staff and School fully aware and equipped to teach such pupils on entry.
<ul style="list-style-type: none"> • Maintain and encourage links between all parties: child, parents, school and external agencies where appropriate 	<ul style="list-style-type: none"> • Communication with parents before and after assessments with regard to results and the support required • Parents Evenings and informal discussions to review and evaluate 	<ul style="list-style-type: none"> • Head of Learning Support to coordinate 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Informed and consulted parents and pupils

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	effectiveness of individual support			
<ul style="list-style-type: none"> To ensure that curriculum planning takes into account all pupils needs and ensures access to learning resulting in high pupil outcomes 	<ul style="list-style-type: none"> Develop, review and evaluate the effectiveness of individual support at requested reviews or Parents Meetings with parents and pupils. Provide workshops for pupils and parents. Provide appropriate access arrangements for internal school exams Ensure examination boards receive comprehensive information with regards to access arrangement papers. CPD for staff Any adjustments to schemes of work to be included as part of termly planning Monitoring of curriculum planning and pupil books 	<ul style="list-style-type: none"> Head of Learning Support contact with individual pupils and groups Dissemination of information regarding needs of specific pupils to members of staff Summaries of pupil needs and required support updated on i-SAMs and on Pupil passports (Junior School) Provision Map used to log interventions Enhanced liaison and partnership with parents and Head of Learning Support Enhanced liaison between Head of Learning Support, Examination Officers, Examination Boards, Subject Teachers and 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Targeted support for pupils with a disability. Pupils with a disability to make progress in line with expectations Involvement of parents in review and evaluation of individual support. Pupils and parents feel informed and supported Pupils able to access all examinations and demonstrate their knowledge and competency.

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		Parents.		
<ul style="list-style-type: none"> Audit the representation of people with disabilities in books, the environment and teaching materials 	<ul style="list-style-type: none"> Review School prospectus and policies. Review School admissions policy ensuring transparent and comprehensive information on admissions procedure and equality of opportunity for entry. Provision of information to pupils about disabled pupils and specific learning difficulties through PSHE and assemblies 	<ul style="list-style-type: none"> Headteacher, Head of Learning Support, Head of PSHE 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> Prospectus and policies demonstrate awareness of inclusivity. Positive feedback from prospective pupils and parents. Disability and learning difficulties are covered at assemblies or in PSHE.
<ul style="list-style-type: none"> To ensure all staff receive relevant and timely training on a range of effective strategies to support children with disabilities 	<ul style="list-style-type: none"> Dissemination of information at staff meetings as well as specific CPD training Inform staff using i-SAMS (Senior School) and Provision Map (Junior School) which summarises the needs of individual pupils 	<ul style="list-style-type: none"> SEND Manager on i-SAMS Individual Welfare Plans on Wellbeing Manager (i-SAMS) Provision Map to log interventions (Junior School) Updates in Briefing CPD training in staff meetings and INSET. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Staff feeling comfortable in dealing with SEND pupils; raised staff awareness of individual pupil's needs. Ease of access to information regarding SEND, to enhance awareness and effectiveness of support

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<ul style="list-style-type: none"> • Audit participation in the curriculum, including educational visits, activities and residential trips by disabled pupils and pupils with SEND. 	<ul style="list-style-type: none"> • Liaison between Head of Learning Support, assistants and teaching staff. • Use of targeted lesson observation notes which make reference to pupils with SEND • Use of Parents meeting review Notes and also annual reviews for those with EHCP • Ensure risk assessments include reasonable adjustments 	<ul style="list-style-type: none"> • Appropriate training as required to ensure staff are confident in planning accessible activities 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Increased participation and success rate of pupils.
<ul style="list-style-type: none"> • Access restrictions in Gloucester building 	<ul style="list-style-type: none"> • Liaison between subject teachers, Head of Estates, Head of Pupil & Learning Support and Head. Consider access to first floor and timetabling options in different classrooms for History and Geography only Stair lift has been fitted in the Gloucester Building to the 	<ul style="list-style-type: none"> • Head of Estates, Head of Learning Support and Headteacher 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Full participation by disabled pupil in all subjects at all levels (KS3, GCSE and A-level)

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<ul style="list-style-type: none"> • Access Restrictions to First floor Theatre • Access Restrictions to First Floor Senior Hall 	<p>art department and Math department</p> <ul style="list-style-type: none"> • Ground floor level of the theatre has two bay areas for Disabled Access Seating • Ground Floor Disabled Access available for all students – No access to students to the first floor of the Senior Hall. 			
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2 Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

Note this section should be read in conjunction with the School Property Plan

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> To be aware of the access needs of any disabled child, staff, governors, parents or carer 	<ul style="list-style-type: none"> Information shared effectively in school Information collected as part of admission process 	<ul style="list-style-type: none"> Headteacher, Office staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> School aware of all needs
<ul style="list-style-type: none"> Identify extent to which the School can offer a full and rounded education (curricular and extra-curricular) to pupils with physical disabilities. 	<ul style="list-style-type: none"> Prioritise and adopt recommendations from the architectural surveys carried out by DAS Limited of both the Junior and Senior Schools. 	<ul style="list-style-type: none"> Development/Property plan to enhance accessibility of site for disabled pupils (and parents). 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Property Plan regularly tabled at Property Committee. Increased accessibility upon completion of next building project. Awareness of need of disabled pupils and parents in development plan.
<ul style="list-style-type: none"> To ensure all areas of school are accessible to disabled pupils 	<ul style="list-style-type: none"> Audit of ways in which disabled pupils may experience problems with the physical environment. 	<ul style="list-style-type: none"> Head of Learning Support, Head of Estates, Headteacher 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Increased access to facilities. Development plan updated accordingly to address concerns. Place signage in areas identified to make all disabled students aware

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<ul style="list-style-type: none"> Identify requirements for personal care of disabled pupils. 	<ul style="list-style-type: none"> Assess needs and determine options. 	<ul style="list-style-type: none"> Head of Learning Support, Head of Estates and parents. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Personal care arrangements suitable for physically disabled pupils.
<ul style="list-style-type: none"> To ensure all pupils and adults with a disability can be safely evacuated in an emergency 	<ul style="list-style-type: none"> Risk assessment. PEEPS are in place for all disabled pupils Training of relevant staff to ensure staff are aware of their responsibilities in evacuation. Ensure parents and visitors are made aware of relevant exits and plans when on site, including location of ramps where appropriate. 	<ul style="list-style-type: none"> Head of Estates, Head of Learning Support and Headteacher 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Suitable evacuation procedure and facilities in place See section 8 in both Fire evacuation policies SS.030 Senior School Fire Procedures JS.029.Junior School Fire Procedures

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3 To improve the availability of accessible written information

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> Use of LEA sensory service for advice. 	<ul style="list-style-type: none"> Head of Learning Support to liaise with service. 	<ul style="list-style-type: none"> Head of Learning Support Hypothetical plan to be devised to allow us to accept pupil with sensory difficulties(visual/auditory). Discussions needed with LEAs. 	<ul style="list-style-type: none"> Ongoing, as required 	<ul style="list-style-type: none"> Full use of available resources made and staff fully aware of options. Ability to be able to provide for and understand implications of accommodating such a pupil
<ul style="list-style-type: none"> To review information provided to parents to ensure it is accessible 	<ul style="list-style-type: none"> Office staff Headteacher 	<ul style="list-style-type: none"> IT support 	<ul style="list-style-type: none"> ongoing 	<ul style="list-style-type: none"> All parents can access school information.
<ul style="list-style-type: none"> Training of staff on how to provide information to disabled pupils 	<ul style="list-style-type: none"> Dissemination to staff of information by Head of Learning Support 	<ul style="list-style-type: none"> INSET 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Staff confident in using alternative methods of communication/presentation Resources will be in place for individual pupils

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Implementation of the Plan

The Governing Body is ultimately responsible for ensuring the proper implementation of the Plan. On a day-to-day basis, however, the Governing Body will delegate:

- to the Finance Bursar, the responsibility of ensuring that, as far as is practicable, sufficient financial resources are available to implement this Plan;
- to the Heads of Learning Support, the responsibility of ensuring that the contents of the Plan are implemented as far as is reasonably practicable;
- to the Head of Estates, the responsibility of ensuring that the actions relating to improvement of the physical environment are implemented as far as is reasonably practicable;
- to the Head, the responsibility of ensuring that the Plan and its underlying message of inclusion is communicated to all members of staff, and that those required to undertake training are provided with sufficient time and encouragement to do so; and
- to all members of staff, the responsibility of awareness and action wherever necessary to support the ethos of inclusion.

The Plan shall be referred to in the Governors' Report and in the Prospectus, and shall be made available upon request to any interested parties.

Disability, encompassing the implementation of the School's policy towards disability and the Accessibility Plan, shall feature annually within Governors' Meetings, with the aim that each decision taken shall have due regard to the implications for disabled pupils. Head of Learning Support to attend governor meetings where appropriate to report on developments.

Evaluation of the Plan

Heads of Year in collaboration with Head of Learning Support shall be responsible for evaluating the success of the Plan and monitoring achievement against expected progress. The Plan will be reviewed bi-annually, and as required with experience.

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

- Behaviour Policy
- Healthy and Safety Policy
- SEND Policy
- Risk Assessment Policy
- First Aid and Medicines Policy
- Junior School Fire Procedure
- Senior School Fire Procedure

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