# Grasmere Academy Accessibility PLan - 2026-2029

## Aims

Grasmere Academy is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind.

Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

## 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 on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. Our Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Behaviour policy • School improvement plan
- Single Equalities Plan
- Health and Safety
- Administering medicine policy
- Positive handling policy

# Grasmere Academy Accessibility Plan 2026 - 2029

| 1. Improving access to and participation within the curriculum | | | | | |
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| To increase the extent to which disabled pupils can participate in the school curriculum.<br>Our aim is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. | | | | | |
| Target/Issue | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
| SEND and Medical register and information on children with additional needs to be regularly updated | SENDCo | SEND register reflects current pupils being supported.<br>Add notes to SEND register on Arbor/CPoms with relevant developments.<br>Ensure Medical register and Care plans are up-to-date.<br>Liaise with parents and external agencies (eg.paediatricians) to ensure we receive upto-date reports | SEND register and paperwork for individuals.<br>Support Plans<br>Care plans | To be continually updated but checked termly | SEN and Medical needs will be up-to-date.<br>Teachers and TAs will be aware of the needs of children in their class |
| Effective communication and engagement of parents | SENDco<br>DHT<br>HT | Termly meetings with teachers and SENDCo, followed by meetings with parents and carers.<br>Termly review meetings with parents of children with Support Plans and EHCPs | Up-to-date Support Plans and EHCPs | On going<br>Termly meetings | Increased engagement of parents |
| Effective communications with nurseries and schools to provide a quality transition | EYFS Teacher<br>EYFS Lead<br>SENDCo | To identify pupils who may need additional to or different provision for the September and mid-year intake.<br>SENDCo to attend Local SEND network meetings and build relations with other local SENDCOs.<br>SENDCo to continue a positive relationship with North Tyneside SEN team to ensure collaboration when transitioning a child with an EHCP. | Teacher/SENDCo time | On Going | Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision |
| Training for staff on increasing access to the curriculum for all learners and removing potential barriers | HT<br>Deputy Head<br>SENDco | Audit Staff strengths/gaps in knowledge.<br>Internal and external training from outside agencies eg, Speech and language, EP and OT etc .<br>TA training on adapting lessons and using scaffolding for pupils with additional needs.<br>Staff meetings addressing inclusive practice and SEND procedures.<br>SENDCO to do 1:1 sessions with teachers | Staff meeting -<br>TA training -SENDCo/Teachers time<br>External agency training | Ongoing | All staff to feel confident and CPD timetable to be revised termly as the cohort and training needs changes.<br>Staff confidence in adapting the curriculum is improved.<br>Children's participation in the curriculum is broader and more effective. |

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| Use appropriate assessment tools and activities for children working pre-key stage | Sendco | Ensure staff are familiar with SCART materials - use in SEND unit, introduce into mainstream.<br>Use other professionals suggestions for adaptations of the curriculum.<br>SENDCo to attend networks and see what other local schools (including special schools) are doing to support pupils working pre-key stage | SENDco/Teachers time External agency support | Annual training<br>Introduced to new staff during induction | Children working pre-key stage will have consistent approaches for assessment and planning. Children working pre-key stage will access every subject in a tailored way. |
| To ensure that the medical needs of all pupils are met fully within the capability of the school | HT<br>Deputy Head<br>SENDco | To liaise with parents.<br>To liaise with external agencies . Make relevant referrals to external agencies<br>To identify training needs | Staff Training | Ongoing | All advice acted upon. All pupils' needs are met and they are able to access the curriculum |
| Appropriate specialised equipment is used to benefit individual pupils and staff | SENDco | Ipads available to support children with difficulties. Sloping boards for children with physical disabilities.<br>Coloured overlays or coloured paper for children with visual difficulties or dyslexia.<br>Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc.<br>Monitor and observe use of equipment Eg. visual timetable, wobble cushions etc. Use Widgit subscription to make resources.<br>Ensure sensory room is fit for purpose for all children. | Audit of equipment and needs.<br>Staff training.<br>Cost of resources | Ongoing | SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning |
| Interventions are used appropriately to help children make progress in targeted areas and skills. | HT<br>Deputy Head<br>SENDco | Track intervention success.. Have intervention groups across classes/year groups to give more children opportunities to attend interventions.<br>Improve gross and fine motor skills interventions, speech and language skills in EYFS<br>Improve sensory interventions | Resources required to deliver interventions | Ongoing | Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments.<br>Interventions promote accelerated progress. |

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| All children to be 'visible' in the curriculum and resources. | SENDco | Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice. | Books -Teacher-made resources for lessons eg.teaching slides -Visitors | Ongoing | Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources |

| 2. Improving access to the Physical Environment | | | | | |
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| To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. | | | | | |
| Target/Issue | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
| Evaluate day and residential trips in light of the current cohort. | HT<br>Deputy Head<br>SENDCo | Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are coming. | -Risk Assessments<br>Time for pre visit if required | Ongoing | All SEND are able to access all trips during their time at Albion. |
| Ensure all children feel safe and involved at playtimes | HT<br>Deputy Head<br>SENDCo | SPorts Leaders to encourage children to join in games.<br>Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team | Training<br>Equipment<br>Buddy system for new children | Ongoing | Children feel safe in school – evidence in survey results from children. |
| Maintain safe access round the interior and exterior of the school. | HT<br>Deputy Head<br>SENDco<br>Site Manager<br>Company Secretary | Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/ website/school staff. | Premise meetings<br>Premise walk | Ongoing | There is safe access throughout the school<br>No accidents or near misses |
| Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation. | HT<br>Deputy Head<br>Sendco | Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed. | Registers of clubs and extended day - Risk assessments | Ongoing | Children with additional needs are accessing clubs of their choices with the correct planning and support |
| To develop a mainstream sensory room | Deputy Head<br>SENDco<br>Headteacher | Children use the Sensory room for regulation. Children to life skills room to help build life skills.<br>Staff to be taught how to use the equipment in the sensory room | Timetables for rooms | Ongoing | Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals. Children use cooking facilities to build life skills. |

| 3. Improve the access and delivery of information | | | | | |
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| To improve the delivery of information for disabled pupils and parents | | | | | |
| Target/Issue | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
| Review documentation on website to check accessibility for parents | HT<br>Deputy Head<br>Office staff<br>SENDCo | Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this. | Office time<br>SLT time | Ongoing | All parents will be able to be aware of what is happening at school via the website. |
| Ensure written materials are available in alternative formats. | Deputy Head<br>Company Secretary<br>SENDCo | Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms. | Google translate<br>Office time<br>SLT time | Ongoing | Parents are able to access all information and complete forms independently or with assistance. |
| Improve use of visuals to increase understanding of written information. | HT<br>Deputy Head<br>SENDCO | Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train all relevant staff members in how to use Widgit. SENDCo to ensure there is a bank of readymade resources for teachers and TAs to access | Training Time for meetings | Ongoing | Children will understand any written instruction or text as it will be accompanied with the appropriate visuals. |
| Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English | HT<br>Deputy Head<br>SENDCO | Use online translation tools in meetings eg.Google translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings via online platforms eg.The Language Shop or organise via Southwark Council | Translation apps<br>Translators time. | Ongoing | Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly |