



The Grove Junior School

Accessibility Policy

Date adopted by the Governing Body: January 2025

Date for review: January 2028

Head teacher: Lorna Urquhart

Chair of Governors: Sheila Smith

Held by: School Improvement Committee

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1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring equality of education and opportunity for all pupils, irrespective of disability, race, gender, belief, religion or socio-economic background. We are committed to ensuring that all pupils are able to access all of the curriculum and the wider experiences of being at our school and part of The Grove community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work alongside Hertfordshire Local Authority and its support services in order to ensure that children are as effectively supported as possible in order to allow full access to the curriculum and school experience.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils Our school uses a range of communication methods to make sure information is accessible. This includes: - Internal signage - Large print resources (22) - Pictorial or symbolic representations	Curriculum resources to include examples of people with disabilities. Ongoing book and planning scrutiny/ drop ins and observations to ensure curriculum continues to meet the needs of all the pupils. Ongoing training for staff to ensure up to date knowledge about disabilities and meeting the needs effectively. Maintain font for all key information for pupils with visual impairment. Maintain support and training for Intervener	Subject leaders and Phase leaders to ensure resources include examples of people with disabilities. Ongoing monitoring programme across the school year. SEND to be on training agenda every academic year. Key training set up at least annually linked to individuals with significant needs within the school.	Subject and phase leaders/class teachers INCO INCO and relevant staff	Ongoing Termly Ongoing Scheduled every Sept – refresher or induction for staff.	Resources reflect a mix of diverse community representatives including those with disability. All monitoring indicate that all pupils have successful access to all learning and make progress. Training in place and staff use training to inform and improve own practice.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps (library and hall) • Elevators (new block) • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height Supporting pupils with emotional regulation and a safe space to use for all pupils.	Ensure all taps are easy to use for those with a physical difficulty. Ensure all adults are able to access all areas of the building such as the hall and all classrooms. Ensure all classrooms have a 'safe space' allocated within them for pupils to use when needed. Ensure all staff are trained in emotional literacy so that consistent use of language can be used when supporting children. Introduce the use of The Good Morning Club to support feelings and emotional in children.	Audit of taps and replace where not accessible. Audit of classrooms to ensure there is a safe space/ calm area for pupils when needed. Information regarding emotional literacy to be shared with staff but also a workshop with parents. Register with The Good Morning Club and subscribe to the resources and training. Audit of resources and use of the sanctuary.	Caretaker and Office Manager Headteacher Deputy Headteacher Pastoral Lead	Spring 2025 Spring 2025 Spring 2025	All taps are easy to use by all. Sanctuary is fully accessible to all and resources are fit for purpose. All classrooms have a calm area where pupils know when and how they can access it.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the support for pupils with medical needs (hidden disabilities)	Designated medical area for safe keeping of medical resources which are easily accessible to all when needed.	Ensure all equipment is within date and easily accessible. Sharps box and insulin is stored appropriately. All staff have received up to date training in several medical conditions such as epilepsy, allergies and diabetes. Medical professional to deliver training to necessary staff.	Regular monitoring of equipment to be carried out half termly. Sharps box replaced and collected regularly. Asthma and allergy training and the use of epi pens carried out annually.	Class teacher INCO Headteacher Admin Assistant	Ongoing Half termly September 2025 Ongoing	All staff understand the triggers, symptoms and effects of the individual's seizures and know how to respond. Identified pupils have full access to the environment and are fully included in all aspects of school life.
For school lunches, the school has a contract with HCL who cater for school lunches. The staff are equipped with the relevant training for pupils with medical needs/allergies. Individual meetings and bespoke menus are created for the individual pupil.						

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by School Improvement Committee

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy.