



Columbia Grange
School

Accessibility Plan

Approved: Summer 2025

Purpose of the Plan

Columbia Grange School is an inclusive primary school, with values and ethos that reflect our commitment to providing a high-quality education for our pupils, with aspirational expectation for all of our children.

The purpose of this plan is to show how Columbia Grange School intends, over time, to increase the accessibility of our school for pupils, staff, parents, carers and visitors. We aim to be just and treat all our pupils with care and respect. Our key objectives are 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.

Legislation and guidance

The plan complies with the Equality Act (2010) Schedule 10, The Special Educational Needs and Disability Act 2001 and the Special Educational Needs and Disability Code of Practice: 0 to 25. Under the Equality Act 2010 the school has a duty to make reasonable adjustments for pupils with disabilities as identified on p26 of the Equality Act 2010:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties.

1 Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan, to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish quality objectives.

According to the Equality Act 2010 a person has a disability if: they have a physical or mental impairment that has a substantial and long-term adverse effect on that person's ability to carry out normal daily activities. Some specified medical conditions such as multiple sclerosis or cancer are considered disabilities, regardless of their effect. For purposes of this document the following terms mean:

- substantial is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed
- long-term is defined as lasting or likely to last 12 months or more

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be updated annually and objectives updated at least once in every three years, and then approved by the Trust Board. The review process can be delegated to a committee of the Trust Board an individual or the Head. At Columbia Grange School, the Plan will be monitored by the Deputy Headteacher and evaluated by the relevant Governors. The current Plan will be appended to this document.

At Columbia Grange School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1.1 The Accessibility Plan has been developed and drawn up based upon current legislation and information gathered from relevant stakeholders. The document will be used to advise other school planning documents and policies and will be updated and reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a four-year period ahead of the next review date.
- 1.2 The Accessibility Plan is structured to complement and support the school's Equality Objectives.
- 1.3 Columbia Grange School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to take 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.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to various aspects of the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- 1.4.1 **Increase access and participation to the early years and school curriculum for children with a disability, expanding and adapting the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children;** (if a school fails to do this, they are in breach of their duties under the Equality 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 children in accessing the curriculum within a reasonable timeframe.
- 1.4.2 **Improve and maintain access to the physical environment of the school, for the purpose of increasing the extent to which disabled pupils are able to take advantage of education,** adding specialist facilities as necessary – this covers improvements to the physical environment of the school, physical aids and auxiliary aids to access education within a reasonable timeframe.

- 1.4.3 **Improve the delivery of information to disabled pupils in order for them to be able to access that which is readily available to those pupils who are not disabled**, the information should be made available in various preferred formats within a reasonable timeframe. Examples might include hand-outs, timetables, textbooks and information about the school and school events, information shared on the website and social media.
- 1.5 The Accessibility Plan relates to the key aspects of the curriculum, the physical environment and delivery of information.
- 1.6 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.
- 1.7 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Asset, Control, Purchase and Disposal Policy
 - Behaviour Management Policy
 - Business Contingency Plan
 - Inclusion Policy
 - Equality Plan
 - Health and Safety Policy
 - School Development Plan
 - Special Educational Needs and Disability Policy
- 1.8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School. 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 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.
- 1.9 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.
- 1.10 The Accessibility Plan will be published on the school website.
- 1.11 The Accessibility Plan will be monitored through the Trust Finance, Estates and Audit Committee.
- 1.12 The school will work in partnership with Oak Learning Trust and the Local Authority, where appropriate, in development and implementing this Accessibility Plan.
- 1.13 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2 Aims and Objectives

This plan sets out the aims of the Trust Board of the school to increase access to education for disabled pupils in three areas required by the planning duties in the Equality Act 2010:

- to increase the extent to which disabled pupils can participate in the school curriculum
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- to improve the delivery to disabled pupils of information, (in various preferred formats) which is provided in writing for pupils who are not disabled

Our key objective is to reduce and eliminate barriers which inhibit access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils, with disability.

3 Access Audit -

Columbia Grange School is a purpose built (2003) one storey Primary School, which has been recently extended to a high specification in accordance with accessibility and health and safety laws.

Similarly; school buildings and premises are audited, and adaptations made, to ensure accessibility for, and the safety of, all pupils and staff.

There are car parking facilities on site, and three dedicated disabled parking bays. The main entrance is accessible by wheelchair or to anyone with walking difficulties. There is access to the school via the school yard through two flat entrances. The school has one disabled toilet which is located in the main corridor area. It is fitted with a handrail and emergency pull cord.

A changing suite to assist with intimate care is situated near the KS1 and KS toilets.

All children in the school have an EHCP, relating to autism and severe learning difficulties. There is private access through a separate secure entrance, with a further door (entry/exit) accessed by fob. The entire school is fully accessible by wheelchairs or pupils with walking difficulties. The school ensures active involvement in rebuild projects that affect our pupils.

The school has a number of rooms dedicated to the purpose of helping pupils regulate their feelings and emotions. Diligent use of these rooms helps the pupils to access the curriculum.

4 Management, Co-ordination and Implementation

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the appropriate bodies, including the Local Authority, in these circumstances.

Accessibility Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum				
Targets	Strategies/Action	Timescales	Responsibilities	Success Criteria
Develop effective communications with mainstream schools to provide quality transition, sharing appropriate information, to identify and make provision for additional support needs.	Contact mainstream settings to make visits in the term before the children start. Pathway Lead/ Deputy Head meet to produce a document used to collect information from the mainstream setting. Where appropriate school makes appointment to meet parents/carers, health visitors and specialist staff. Provide transition support. Identify what support is required for the start of the term.	Ongoing	Head Deputy Head Pathway Lead	Timely appointments are made to visit mainstream settings. A proforma has been designed to collect and collate information from nurseries about a child's needs and disabilities. Information has been shared with new class teacher and Pathway Lead.
Have processes in place to ensure that SEND and medical registers are updated promptly.	Registers to be updated by Pathway Lead/office staff as appropriate. Information on SIMS and school registers to match. Pathway Lead and office staff to work together to ensure termly census information is accurate. Meet with parents/carers to complete/update medical care plans.	Ongoing	Pathway Lead Office Staff Class Teachers	Processes have been identified, shared and completed. Registers are up to date.
Establish close links with outside agencies, parents and carers, for pupils with temporary and ongoing medical needs, to ensure that their needs are met, within the capability of the school.	Pathway Lead/Class Teacher to meet with parents/carers and outside agencies to put appropriate plan in place. Plans to be reviewed at as agreed in the initial meeting. Staff to follow procedures for administering medications as identified in the Oak Learning Trust Medications Policy.	Ongoing	Pathway Lead Class Teachers	There is a clear and collaborative approach. Plans are reviewed in a timely manner. Appropriate support is given to pupils.

All staff to receive relevant and timely training to support pupils in their care, to access the curriculum.	Pathway Lead to complete an audit of training needs of all staff, relative to the needs of the pupils. Pathway Lead Phase Leaders to work with Head to plan CPD and training needs for groups and individuals.	Ongoing	Pathway Lead Class Teachers Head	Administering medications training has been successfully completed by identified staff. Other training to support medical and physical needs has been completed.
Curriculum planning to take account of pupils' needs by making appropriate adjustments to provision to support access to learning.	Any adjustments to curriculum planning should be included in weekly planning. Evidence of appropriate adjustments being made is observed through the monitoring processes within the school.	Ongoing throughout the year	Class Teachers Curriculum Leads	Adjustments have been made to curriculum planning to meet the needs of pupils with SEN and disabilities.
Ensure that all educational visits and residential are accessible to all pupils.	Support for new staff to help plan a successful visit. Pre-visits and appropriate risk assessments are undertaken. Reasonable adjustments to be made are identified. Appropriate support and level of staffing for visit is planned for. Staff have submitted an evolve application. Evaluate success of visit – to be used in future visits.	When visits are planned.	Class Teachers Educational Visits Coordinator (EVC) Head	Staff are confident in planning a visit. Successful visits have been made, with appropriate recommendations for future visits.
Use assessment for learning techniques, marking strategies and other ongoing assessments to respond promptly to mis-understandings or misconceptions to help children keep-up.	CPD to support staff on identifying opportunities for AfL and ongoing assessment strategies. Planning should give examples of probing questions to elicit understanding. Prompt action to be taken to support children who are not keeping up with their peers.	Ongoing throughout the day	Class Teachers Teaching Assistants	Prompt actions for keep-up activities are taking place. Children are keeping up with their peers.

Deliver appropriate interventions to help children catch-up, with their peers.	Complete termly assessment documentation in line with school practices. Attend pupil progress meetings with designated senior leader. Use information from these as well as ongoing assessment and monitoring information to update and plan for interventions related to need. Make appropriate adaptations to meet the needs of SEN and disabled pupils. Track and monitor interventions.	Ongoing	Class Teachers Teaching Assistants	Appropriate interventions have been set up and delivered. Monitoring of interventions has taken place for quality assurance and impact.
Establish close and effective communication with parents.	Audit current communication processes. Make sure that new parents are aware of the way information is shared by the school. Ensure key information is available via school website. Produce information in alternative formats if requested, eg larger print. School office to support parents to access information.	Ongoing	Head SLT	There is a clear, collaborative working approach.

Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services				
Targets	Strategies/Action	Timescales	Responsibilities	Success Criteria
Continue to develop playground and outdoor facilities to ensure that all pupils feel safe and involved at playtimes and during other outdoor activities.	Teaching staff and Lunchtime staff encourage and model safe play. Children know who to talk to if there is an issue. Methods for reporting incidents at break and lunchtime are followed and reported promptly, in line with behaviour policy. Staff encourage inclusive play. Resources to support inclusive play have been identified and bought.	Ongoing Training for pupils by PSHE lead.	PSHE Lead Head SLT	Children feel safe in school.
Maintain safe access around the interior and exterior of the school.	Exits and entrances to the school are visible and clearly labelled. Walkways, doors and corridors are kept clear. Reminders about parking safely around the perimeter of the school are communicated effectively to stakeholders.	Reminders at the start of each term and when appropriate.	Finance and Estates Manager, Site Managers Headteacher	Safe access to, within around the exterior of the school. Parking issues have improved around pick-up and drop-off times.
Ensure appropriate use of specialised equipment to benefit individual pupils.	Specialist equipment required for specific individuals or groups, has been identified and purchased. Staff have been trained on how to use this equipment and support children to meet their needs.	Ongoing	Class teachers Pathway Lead TAs	School has provided equipment to support individual needs. Pupils can access the equipment.

Ensure that reasonable adjustments have been made to enable disabled pupils to participate in after school clubs.	Audit SEND pupils use and access to clubs and extended services. Identify any barriers to accessing specific activities and try to address. Carry out a questionnaire to find out pupils' views of clubs on offer and ideas for future clubs.	Ongoing	PSHE Lead Pathway Lead Head	Increased access by SEND pupils to after school clubs. Appropriate adjustments have been put in place.
Ensure efficient and effective use of sensory rooms and resources.	Access to training and support for staff from specialist providers. Children to be taught a range of strategies for using specific equipment.	Ongoing Timetabled where relevant	Pathway Lead Class Teachers Teaching Assistants	Sensory room and resources are being used effectively to support regulation of pupils.
Ensure that all pupils and adults with a disability can be safely evacuated in an emergency.	PEEPS to be in place and to be updated when appropriate. Ensure that individual staff know their responsibility and how to evacuate the child they are responsible for in a safe manner. On a day-to-day basis make sure that exits are kept clear and that relevant signage for evacuation are clear. Parents/carers and visitors are made aware of the relevant exits on site, including where appropriate ramps/wider exits are.	Checked termly and updated annually by class teacher and checked by Pathway Lead	Class Teachers Pathway Leads	All PEEPS are accurate and up to date. Staff are clear about their roles and responsibilities. PEEPS are available in each classroom. A copy of PEEPS to be kept with One-page Profiles in the school office to be given to supply teachers for the appropriate class.

Aim 3 To improve the delivery to disabled pupils of information, (in various preferred formats) which is provided in writing for pupils who are not disabled				
Targets	Strategies/Action	Timescales	Responsibilities	Success Criteria
Review information provided to parents to ensure that it is accessible and available in alternative formats.	Provide information in different formats, including larger print, via website, parent pay and other formats where appropriate or requested (where it is in the school's capacity). Provide information and letters in clear print and simple English. School office to support parents to access information. Relevant staff to support parents to complete forms.	Ongoing	Head Office Staff Pathway Lead Class Teachers	Parents/carers and relevant stakeholders can access information about the school and be aware of what is happening via a range of formats. Parents/carers are supported with accessing information when requested.
Ensure that SEND annual review information is accessible as possible and shared with parents in a timely manner.	Termly meetings with class teacher. Annual meeting with class teacher and parents and any outside agencies giving support, when available. Meeting arranged and agreed in advance with parents. Documentation, completed in a timely manner in preparation for meetings.	Annually at anniversary of initial plan and termly evaluation	Pathway Lead Class teacher	Evaluations and reviews take place at an appropriate time. Parents have access to and understand support plans for their child. Parents participate in their children's reviews.
Improve the use of pictorial communication systems.	Make sure that PECS or Widget software is available in PPA rooms. Training for class teachers and staff on how to use the software to create resources and use them effectively with individuals and groups to develop communication. Produce a core range of communication resources.	Initial and refresh training. Ongoing use	Pathway Lead Class teachers Teaching Assistants	Staff are confident in using Widget to make and use resources to develop communication. Communication has improved for specific SEND pupils.