

# Greater Grace School of Christian Education

## **GREATER GRACE SCHOOL ACCESSIBILITY POLICY**

*Incorporating plans for increasing access to the Physical Environment, the Curriculum, and the Written Information provided by Greater Grace School*

The SEN and Disability Act 2001 extended the Disability and Discrimination Act 1995 to cover education. Since September 2002 the Governing Body has a number of duties towards disabled pupils under part 4 of the DDA.

Principally this involves the production of a policy and plans whose aims are to increase access to education for disabled pupils of all kinds. As a result of this Greater Grace School has produced an Accessibility Plan to cover a 3 year period, which will be periodically reviewed by the Trustees to ensure that it conforms to all parts of the above Act.

Specific elements of the plan and its annual reviews may require consultation with individuals or representatives from external agencies in order to ensure their effective implementation. We will look to conduct future reviews of the Accessibility Plan in consultation with the Trustees and the pupils, parents and staff of the school.

This plan covers the period from September 2020 – August 2023.

At the moment there are no individual pupils who have specific requirements but we would deal with such pupils according to their needs, and we would ensure that each one had their accessibility requirements met in line with the DDA. Pupil specific information would be recorded within school and would be made available to appropriate parties when required but would not be published for reasons of confidentiality.

### **VISION AND VALUES**

At Greater Grace School, we treat all our pupils as individuals, and each has an individual learning plan that allows them to not only access the right curriculum modules (PACEs), but also to progress through them at the rate that is best for him/her with individual support from their supervisor as needed.

At Greater Grace School, we are committed to providing a fully accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Greater Grace School plans to increase the accessibility of provision for all pupils, staff and visitors to the school, in the three areas required by the planning duties in the DDA.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- a. Increase access to the curriculum, including educational visits.
- b. Improve access to the physical environment of the school;
- c. Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

## **PRINCIPLES**

Our responsibilities under DDA can be summarised as follows:

1. Not to discriminate against disabled pupils in our admissions and exclusions or the provision of education and associated activities
2. Not to treat disabled pupils less favourably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan

## **IMPROVEMENT TO THE PHYSICAL AND LEARNING ENVIRONMENT**

We plan to gather information from pupils and their parents or carers through discussion and/or questionnaires. As individual needs are identified, we will draw up an Action Plan relating to these key aspects of accessibility with consultation between the Trustees and the Staff at the school. We will involve disabled people in identifying priorities and barriers where possible. The Action Plan will be amended as and when new needs are identified. It will indicate who is responsible for its implementation and coordination. It will be reviewed on an annual basis.

## **MANAGEMENT, COORDINATION AND IMPLEMENTATION**

The school will endeavour to identify any disabled people, whether staff, pupils, parents or carers. We give existing staff opportunities to raise personal issues. When recruiting and selecting new staff, we will collect information via a confidential staff questionnaire.

In the admissions process, the confidential Student Health History form asks if the child has any learning difficulty, medical condition or disability. New parents/carers will also be asked to complete a short questionnaire detailing any disability or health condition they might have so that we can cater for them adequately when visiting the school. All information would be dealt with confidentially.

Staff can currently access training concerning learning disabilities as part of their Continuing Professional Development. However, it is acknowledged that as individual needs are identified, further training may be needed. If so, this will be included in the Action Plan which will also indicate who is responsible for its implementation and coordination.

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

- Equal Opportunities Policy
- Health & Safety Policy
- Motivation and Behaviour Management Policy
- School Improvement Plan
- School Prospectus
- Admissions Policy

## **MONITORING AND REVIEW**

While the Trustees are ultimately responsible for the implementation of the plan and for reviewing it regularly by means of reports from the Head Teacher, the management and monitoring of the plan will fit within the existing management systems.

The school will make it known in the Prospectus that the plan is available on request and in a number of formats if required, subject to appropriate notice being given.

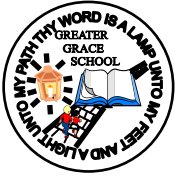
Policy Last Reviewed on: 21/10/2020

Policy Due for Review by: 30/10/2021

Plan Last Reviewed on: 21/10/2020

Plan Due for Review by: 30/10/2021





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## **GREATER GRACE SCHOOL ACCESSIBILITY ACTION PLAN for the 3 year period 2020-2023**

### **Information gathering**

Priority: Collecting any relevant information from new staff and trustees, and from parents/carers, regarding any disabilities or health conditions

Action Required:

Questionnaire to be given to new staff, trustees, parents/carers to complete regarding any disabilities or health conditions they, or their children, might have

ONGOING

### **Accessing the Physical Environment**

Wheelchair access to the main building is through the side door.

Disabled toilet facilities with handrail are in place.

Access to the Chapel has already been improved by the addition of a ramp and handrails.

Priority: Consider any modifications regarding access to the school buildings that might be needed based on the information collected

Date: To be completed as and when needs are identified

Action Required:

1. A PEEP will be drawn up for any individual who needs special consideration or help in the event of an evacuation due to fire.
2. Modifications to be implemented as far as is reasonably possible.

ONGOING

### **Accessing the Curriculum**

Priority: Increasing access to the Curriculum

Date: To be completed as and when pupils with disabilities join the school

Action Required:

1. Following diagnostic tests, an individual learning plan will be created. Consideration will be given as to what additional support the pupil may require, if any.

2. Educational trips will be planned so that they can be accessed by all of the pupils in that group so that no one is treated less favourably.

ONGOING

**Accessing Written Information**

Priority: Improving the delivery of written information provided by the School to pupils, staff, parents/carers and visitors with disabilities.

Date: To be completed as and when needs are identified

Action Required: Improvements will be completed as needed  
ONGOING

**Other Actions Identified:**

Please contact the head teacher for further details and any queries.

Plan Last Reviewed by: A Mulligan  
on: 21/10/2020

Plan Due for Review by: 30/10/2021