

# Grassington CE (VC) Primary School Accessibility Plan

## **The purpose and direction of the school's plan: vision and values**

Grassington School's mission is to enrich the lives of our children, to inspire them to reach their full potential, to develop love of learning and to respect and care for one another. We aim to work together with parents and carers to remove barriers to learning that prevent children participating fully in school life.

At Grassington School every child is valued and nurtured as an individual. We have high ambitions for all of our pupils including any of our pupils who may be disabled, and we expect them to participate and achieve in every aspect of school life.

All members of the school community should be aware of the Disability Discrimination Act and its application to schools.

Our priorities are to ensure that:

- all staff are fully aware of the obligation to provide an inclusive curriculum.
- all policies on review are revised as necessary to take account of the disability legislation
- we consult with parents/carers, pupils, staff, governors and other agencies about priorities for increasing access to the curriculum.

## **The main priorities in the school's plan**

### **Ensuring all SEN pupils can physically participate in the school curriculum**

Our current SEN pupils have total participation in the school curriculum, our plan is to continue this and to ensure that new pupils are also included.

A team of teaching assistants work alongside the class teacher to support and encourage those pupils with a disability, either individually or in small groups.

We endeavour to include all pupils to take part in swimming sessions, in line with the physical restrictions in the pool and the health and safety considerations for all the pupils attending.

All pupils, irrespective of any impairments or disabilities are encouraged to take part in extra-curriculum activities. This includes school trips and residential visits.

The use of outside agencies for support, advice and training will continue to be sought in order that staff can be advised effectively.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

Grassington School was built in 1966. A Children's Centre and new classroom was built in 2010. This part of the building was taken over by the school in 2015.

#### **Access to the school site**

*On foot:* the main approach to school is by a sloping pathway from the roadside footpath.

*By car:* there is a small car park for staff/visitors and a disabled parking space for disabled visitors.

Parents can use the area by the playing field at the back of school to park whilst dropping children off /collecting children.

**NYCC transport and Hargreaves Coach:** park in the bus bay situated by the main entrance gate.

## School Site

The school is situated in the village of Grassington within the Yorkshire Dales National Park.

The main gate to the main school entrance is reached by a gently sloping pathway.

Class 3 is accessible from the main entrance or via the classroom fire exit. Both of these entrances are wheelchair friendly

Class 2 is accessible via a short flight of steps both from the main entrance corridor or via a short flight of steps to the classroom fire exit. Neither of these entrances are accessible by wheelchair.

The Back gate to main playground is reached by a path and a short flight of steps and is not accessible via wheelchair

Back gate to the Nest/Old Children's Centre entrance is reached by a path which is accessible via wheelchair.

Class 1 & the Nest are accessed from the main entrance through the main school down a gently sloping corridor or via the Nest fire exit or the old Children's Centre entrance.

The fire exit Class 1 has a short flight of steps leading to the path and is not accessible via wheelchair.

There is an accessible toilet in the main entrance and The Nest entrance

There is full access to the curriculum

Physical changes will be on-going as and when the school learns of the needs of any disabled children who might attend in the future at which stage the school has set the following priorities for physical improvements to increase access:

- ✓ Ensuring that whatever mobility/accessibility problems new pupils have can be quickly and effectively managed
- ✓ to continue to improve access to the site
- ✓ to improve signage to include symbols

## Making it happen

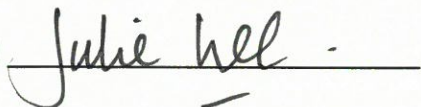
### Management, coordination and implementation

The Accessibility Plan is reviewed when physical changes to the site are made or when new needs are identified Any changes required to structures or physical changes to the site are reviewed by the Finance Committee and referred back to the full governing body. Issues relating to disabilities are referred to the SENCO, who meets regularly with the Head Teacher and the SEN designated governor.

Aims and objectives are cross-linked with the School Improvement Plan, the Professional Development Plan, the SEN, the asset management plan and the Health & Safety policies.

Date January 2017

Signed

A handwritten signature in black ink, appearing to read 'Julie Hill', is written over a horizontal line. The signature is cursive and includes a small flourish at the end.