



Griffin

ACCESS PLAN

2024 - 2025

Disability Access Plan

Griffin has due regard to the Equality Act 2010 and works within the policy guidelines of The Elliot Foundation (TEFAT)

This document complements the Equal Opportunities Policy. It identifies targets Griffin needs to meet, or states policies that are already in place that make the Griffin site accessible for all. Where areas are identified that need improvement, the planned actions are stated along with a timescale for improvement.

Ownership of the Plan

Griffin Leadership Group and TEFAT Governance are jointly responsible for the Access Plan. The Equal Opportunities Policy and the Access Plan involve every aspect of the operation.

Monitoring the Plan

The access plan will be reviewed on a yearly basis in the summer term or earlier if required, the delegated committees shall review, update and propose improvements in those areas for which they are responsible.

1.Accessibility Plan

1.1 Introduction

This plan is drawn up to implement Griffin's Duty for Disabled access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfE guidance publication 'Accessible Schools: Planning to increase access to schools for disabled students'.

1.1.1 Definition of Disability

The Disability Discrimination Act 1995 defines disability as following:

'A person has a disability if she or he has a physical or mental Impairment that has a substantial and long-term adverse effect on her or his ability to carry out 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 Accessibility Plan March 2023 3 comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1.1.2 Key Objective

To create a safe, rich learning environment which can be accessed by all children, staff and visitors.

To provide all children with access to a broad and balanced curriculum, removing barriers to ensure all children can learn alongside their peers.

The purpose of the plan is to:

- increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils Inclusion and equality statement

1.1.3 Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty:

Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services

To take reasonable steps to avoid putting disabled students at a substantial disadvantage

To publish an Accessibility Plan

1.1.4 School Principles

When performing their duties, all staff and governors will have regard to the Equality and Human Rights Bill 2009:

Compliance with the requirements of the DDA is key to all school policies

All children are individuals and entitled to the best education they can receive regardless of any disability they may have

Access to Education means, making a full school life accessible, to the disabled student including extra- curricular activities and events.

The school provides all students with a broad and balanced curriculum, tailored to meet their individual learning requirements

The school recognises and values parent/ carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities

The school recognises the parents/ carers' and young person's right to confidentiality

1.1.5 Inclusion Areas

Griffin will undertake to meet its key objective by these key areas:

1. Access to the Curriculum

- Griffin undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed
- To seek and follow the advice of services such as other schools, TEFAT, the LA, the Government, and independent bodies to achieve best practice
- Continue to follow and endorse the key principles of the National Curriculum Framework (within the context of being an academy and being part of TEF) and new Ofsted Framework (Sept '19)
- To use intervention and support programmes to support students learning where appropriate

2. Access to the Physical Environment:

- Griffin will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Consider how different impairments have specific requirements and can be best catered for within the environment.
- Consider ways of providing the most suitable aids and resources, outside of the student's SEND, or health provision.
- All classroom now have ground floor access.
- To seek and follow the advice of services such as other schools, TEFAT, the LA, the Government, and independent bodies to achieve best practice

1.1.6 Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents/ carers using the following means:
School Website and on application to Griffin.

1.1.7 Disability Action Plan

Attached is an action plan outlining the school's existing plans and priorities.

| 1. Griffin Accessibility Plan 2024-2025 Access Plan | | | |
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| TARGET | STRATEGY | TIMEFRAME | OUTCOME |
| Ambitious curriculum for all pupils, including SEND and EAL. | <p>SENDco and Deputy to support teachers in planning an engaging and accessible curriculum.</p> <p>Adaptations will be put in place to enable SEND and EAL pupils to engage with the wider curriculum. For example, pre-teaching key vocabulary.</p> <p>High quality interventions will be planned and carried out to ensure gaps in knowledge and skills are filled.</p> | Termly tracking & reviews by SENCO > LG | <p>Teachers will feel confident in planning to meet the range of needs presented in the mainstream classroom.</p> <p>SEND and EAL pupils will be able to engage in wider curriculum topics alongside their peers.</p> <p>SEND and EAL pupils will make rapid progress through targeted interventions. This will enable them to catch up to whole class learning.</p> |
| SEND pupils will make good progress across the curriculum and towards their individual SEN support and EHCP targets. | <p>Teachers will take ownership of planning interventions and Teaching assistants will provide regular feedback on progress.</p> <p>EHCP tracking document will be completed each half term, monitoring progress towards long term targets.</p> <p>Provision Map program will detail Provision in place for SEND pupils.</p> <p>Children working at pre key stage will be assessed using the Cherry Gardens programme.</p> <p>Regular pupil progress meetings will highlight children that need extra support and provision will be put in place.</p> <p>External agencies will be used to provide support and advice where appropriate.</p> | | <p>Students will make progress and achieve their SEN support plan targets.</p> <p>EHCP long term targets will be worked towards and annual reviews will highlight progress and changes to provision needed.</p> <p>SEN pupil achievements will be celebrated.</p> <p>Children will have access to the resources and equipment they need to succeed.</p> |

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| Improve communication and sharing of information between parents, particularly those with SEND children or with EAL. | <p>Parents to have log ins for the Provision Map program, to enable them access to pupil support plans.</p> <p>Parents connection to Class Dojo will allow for open communication, sharing of success and improving home link. The translation tool will support our EAL families.</p> | | <p>School home links will be improved.</p> <p>Open communication and information sharing.</p> <p>Parents will be aware of students targets and the provision in place to support them.</p> <p>Parents will be involved in discussions with professionals working with their children.</p> |
| Pupil Premium children to make progress in line with peers. | Map out attainment of FSM students and identify appropriate interventions to raise attainment; monitor impact of programmes & achievement through termly student progress meetings & TEFAT. | | Gaps between FSM ever students narrow nationally & between peers in school; proportion of higher attainers increases |
| All curricular activities are planned to ensure they are accessible to all students | Risk assessments include all health & safety requirements Curriculum planning includes appropriate differentiation & use of additional support; evaluation of impact; targeted students named (sensory, mobility, impairments or a specific learning difficulty) access the curriculum through specialist resources such as ICT. | | All students able to fully access curriculum and wider experiences. |
| Ensure students have better access to creative arts & enrichment | <p>Ensure effective use of spaces and resources for all students - additional instruments and resources to support students with SEND & SEMH needs.</p> <p>After school enrichments and clubs to be free of charge to enable all pupils to participate.</p> | | All pupils will receive an enriched learning experience. |
| Improve and maintain access to physical environment | <p>The environment is adapted to the needs of pupils as required. This includes: Ramps Corridor width Disabled toilets and changing facilities Library shelves at wheelchair accessible height.</p> <p>Keep disabled toilet area clear to ensure enough space for wheelchair maneuvering.</p> <p>Flexible adaptations to classrooms based on the needs of children attending Griffin.</p> <p>Improved signage towards disabled access points and disabled toilets.</p> | Site manager LG group | Our school will be an accessible and inclusive environment for all. |

Please see: [Accessibility Audit 2023/24](#)

