

Grendon Underwood Accessibility Statement 2020

At Grendon Underwood, we are committed to providing an environment fully accessible which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility in the spirit of the Equality Act 2010 (updated June 2015) and to developing a culture of awareness and inclusion.

The school will plan and review accessibility arrangements annually. Areas which are considered include the physical environment, the curriculum, resources for learning and culture of inclusion within the school community.

Physical Environment

- Currently all rooms in the school buildings are accessible via the main entrance or fire doors.
- Furniture arranged to allow for wheelchair manoeuvring
- Desk height appropriate for users
- Visitors to the school with disabilities have access to disabled parking bay in school car park
- Ensure that evacuation procedure for fire etc. is accessible for all, assess access surface to the field for disabled users.
- Visitors to school, parents or guardians may need alterations to school drop off/pick up procedures or school visits.
- Identify in advance disabled visitors to ensure routes to destinations are accessible
- Make it aware to staff members that they may be asked to relocate to meet visitors with a disability.
- Accessible toilet available for staff, visitors and children to use.

Curriculum

- The curriculum is designed to celebrate and promote inclusion of all, this is delivered through all curriculum areas including PSHE, RE and SEMH activities and interventions.
- Ensure that all children can access the curriculum and where appropriate adjustments are made to ensure we are equipping children with life skills needed for further education and beyond
- Children are able to access all aspects of wider school life including extra curricular activities, sports festivals, before and after school club, school trips and residential.
- Ensure children are aware of the difficulties those who have disabilities can experience.
- All people are represented at Grendon Underwood. This may be through assembly, texts studied, historical figures researched or learning about notable people from the local area. This includes people with disabilities, people from all races and religions, socio economic backgrounds, those from different cultures and those with SEN.

Resources

- Learning environments, playgrounds and the restaurant is accessible for all.
- Resources in class may be adapted. Adaptations include large, bold prints, braille, use of ICT, dictation tools, touch typing programmes, acoustic sound checks for those with hearing impairments, flexible seating,
- Communication to parents may be altered to ensure that parents and guardians can access school/home correspondence. This may include asking staff to wear Roger technology for those with hearing impairments who visit the school or providing resources in bold, large print.
- If children are required to undertake home learning, Grendon Underwood will endeavour to support children as best we can. This may be providing ICT equipment or differentiating home learning tasks. This may be appropriate for children who receive pupil premium, have additional needs or are a looked after child.

Staff

- Staff will receive regular training on inclusion
- Learning environments will be audited and feedback given to staff through learning walks
- Pupil personal care will only be carried out by trained members of staff.
- The use of hoists and other mobility aids will only be used when necessary by trained members of staff.
- Individualised manual handling plans will be produced if needed and staff trained in the correct methods.

S.Stainer November 2020.

Date of review: November 2021