



The Grove School Accessibility Plan 2025 - 2029

Date adopted: June 2025

The Grove School supports pupils with complex needs that include, children who have Profound, Severe Learning Difficulties/Disabilities (PMLD) and children who have Severe Learning Difficulties/Disabilities (SLD). All of our pupils have an Education Health and Care Plan and are assessed as being at least two years below their expected levels for their chronological age and often this gap is far wider. Our school is under pinned by our ethos and values that reflect British Values.

Introduction:

The purpose of this plan is to show how The Grove School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010 a person has a disability if:

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(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

You can read more about substantial and long term effects by accessing 'The Equality Act 2010'

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

Objectives

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (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 leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Contextual Information

Involvement in setting objectives

Appropriate training has been provided for staff and all First Aid certificates are kept up to date.

We ensure that we listen to our pupils and parents when we set our objectives within this plan.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows is a table of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- SENDCo
- Schools' Equalities Coordinator from Northumberland County Council
- The schools governing body, in particular the Governor for Equalities, Mr David Hogg

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families.

The refreshed action plans that follow show how the school will address the priorities identified and resource any changes that need to be implemented.

Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We will rate these objectives, orange will show objectives that are being worked on, green will be used to show when an objective has been completed, evidence for the completion of these objectives will be referenced on the spread sheet, with a direct location stated.

Target	Strategy	Timescale and responsibility	Success criteria
The school's new reporting system will ensure that parents feel informed about their child's progress.	Staff will work collaboratively to develop a new reporting format.	July 2026	Parents will receive the new reports. Parental feedback will be 80% positive regarding the reporting format.
The school's new parents meetings ensure that parents feel informed about their child's progress.	Staff will work collaboratively to develop the formats for new parent meetings.	July 2026	Parents will be offered at least one more parent meeting per-year. Parental feedback will be 80% positive regarding the meeting format.

Improving access to the physical/cultural environment of the school

Our site is restrictive both indoors and outdoors. We have tried to ensure that the small physical space that we have is the best that it can be. We continue to try and ensure that what space we do have is well maintained and that it enables access to all our visitors, staff and pupils. We have a wide range of equipment and resources available for day to day use. We work closely with our multi-professional team to ensure that we meet the needs of all our pupils whatever their need. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and responsibility	Success criteria
For children to have access	Staff will plan different	July 2027	When appropriate children

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to a variety of enrichment activities.	activities throughout the school day that ensure children have access to a variety of activities that will over time enrich their lives.		will report that they have access to a variety of activities. Class record logs will record this access over time.
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Improving the delivery of written/communication information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils and parents being as appropriate and accessible as possible. Examples might include textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required.

Target	Strategy	Timescale and responsibility	Success criteria
All children will have access to the new hall. Children will have access to the swing programme if appropriate.	Children will have access to the hall using a new hall timetable. Children will have access to the swing programme through the use of the new swing points.	July 2027	An enrichment timetable of whole school events will be kept. Class records will show the variety of visits and other activities that have taken place over time.

Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Producing accessible materials for print or online](#) (Abilitynet)

[Creating clear print and large print documents](#) (UK Association for Accessible Formats)

[The Sensory Trust information sheet on clear and large print](#)

[Am I making myself clear?](#) (Mencap's guidelines for accessible writing)

[Custom eyes](#) Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree