



**Grange
Academy**

Belong · Believe · Achieve

Article 3: *All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.*

Article 23: *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

Accessibility Plan

Policy Status: Statutory

Review Cycle: Annually

Owner: Angela Morris – Acting Head of school

Date: September 2021

Approved by: Local Governing Body (LGB)

Date: October 2021

Review Date: October 2022

Grange Academy's Accessibility Plan complies with the Equality Act 2010.

Access to Premises and Facilities

Grange Academy is situated in buildings which were mainly constructed in the 1960s. Seven classrooms are situated in aging terrapins which require replacing.

The Academy takes its responsibilities for providing universal access provision very seriously and adheres to the Equality Act accordingly. We strive to provide the highest levels of access to the whole site.

As the main building is all on ground level we have provision for wheelchair access throughout. The pre-fabricated buildings have gradient access for wheel chairs.

We have one disabled toilet on the ground floor of the building that is fully accessible to wheelchair users.

The Academy will continue to identify and plan for any and all improvements that will lead to the school becoming more easily accessible in the future. This includes ongoing negotiation and application regarding aging terrapins.

Access to the Curriculum

The Academy strives to develop the full potential of everyone within its community and is able to provide a broad and wide ranging curriculum, adapted to meet the needs of individual pupils. We are also able to offer pupils other opportunities. We provide high quality life-skills based lessons, trips and visits, speech and language therapy, work experience, intervention and a range of offerschool and lunchtime clubs, including the Duke of Edinburgh Award.

All pupils that come to Grange Academy will have had a comprehensive assessment of their needs, both prior joining and during their initial time here. This is our starting point for planning what will meet the specific requirements of the individual concerned. When planning, teachers set appropriate learning objectives and identify support mechanisms that aid pupils to break down barriers to learning. We holds regular meetings, including annual reviews of EHCPs to ensure that each pupil's individual pathway remains consistent to any changes to their needs. Longer term EHCP objectives and targets are effectively incorporated into learners' day-to-day education.

At Grange Academy we use a wide range of strategies to support pupils including specialist support, e-learning technologies, therapies and extra-curricular activities. We also have strong links with external support agencies, which are regularly utilised for the added benefit of our pupils.

Access to Information, Advice and Careers Guidance

Grange Academy's website is maintained by the school and we endeavour to ensure that all information is current and accessible to pupils, parents/carers, staff and other stakeholders. For example, the website includes photographic examples of pupil achievement.

All Grange Academy policies are available on our website or from the main school office and can be provided in easy-read or large font upon request. We have an open door policy at the school and are always happy to support parents, carers and other stakeholders to access any information that they require.

The Academy holds regular parent events including coffee mornings, presentations, sports days and parents/carers evenings throughout the year. Parents/carers can also contact the school and make an appointment to meet with a member of staff. The pupils all have home school diaries that enable regular contact between home and the teaching staff which are used very effectively on a day-to-day basis. Teachers regularly communicate telephonically or via email with parents.

Through advice and careers guidance, Grange Academy aims to ensure every child leaves the Academy prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should develop a range of character attributes, such as resilience and tenacity, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready to achieve their potential.

Grange Academy helps every pupil develop high aspirations and consider a range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Grange Academy's strategy for careers guidance includes the following principles:

- Provide access to a range of activities that inspire young people.
- Carry out high quality mentoring that can help deliver high quality impartial careers guidance.
- Build strong links with employers who can help to boost young people's attitudes and employability skills.
- Offer high quality, impact measured, work experience that properly reflects individuals' strengths and interests.
- Provide face-to-face advice and guidance to build confidence and motivation. This includes consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.
- Work with local authorities to identify vulnerable young people and those at risk of not participating post 16, and the services that are available to support them.
- Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
- Use online tools that offer imaginative and engaging ways to encourage young people to think about the opportunities available to them.
- Maximise on in-house support for pupils and combined this with advice and guidance from independent and external sources to meet the needs of pupils.
- Ensure parents/carers are aware of options of Post 16 provision through bespoke discussions and open evenings from local colleges.
- Ensure Borough SEND team attend EHCP reviews for Year 11 pupils

Grange Academy uses its own destination measurement data to assess how successfully pupils make the transition into the next stage of education or training, or into employment. While we know that cognition varies between year groups, we aspire to raise the level of courses, training, or employment that pupils access over time. This helps to eradicate differences in destinations between young people from disadvantaged backgrounds and others.