



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: Rachel Timms - Headteacher

Date: October 2025

Approved by: SLT

Date: October 2025

Review Date: October 2026

At Grange Academy we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community within an atmosphere of mutual respect and dignity. We do this with regard to the nine protected characteristics listed in the Equality Act 2010.

Access to Premises and Facilities

Grange Academy is situated in buildings which were mainly constructed in the 1960s. We have a new building housing 10 classrooms which are spread over two floors. A lift, bespoke lighting and sensory friendly alarms ensure full accessibility. A second new building houses three classrooms, all at ground floor level. The music and well-being hubs are in prefabricated buildings at ground floor level.

The Academy takes its responsibilities for providing universal access provision very seriously and adheres to the Equality Act 2010 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 prefabricated buildings have gradient access for wheelchairs.

Each building has at least one ground floor accessible toilet which is accessible to wheelchair users or those with limited mobility. We continually strive to improve access, for example creating accessible paths to Forest school and removing uneven paving stones and replacing them with wheelchair friendly surfaces. We are working with the local authority to address uneven ground and trip hazard pipe covers left after a recent new build.

We have a sensory room which will allow a space for self-regulation and calming; using this allows pupils to maintain well being and therefore access other parts of school life.

The Academy will continue to identify and plan for improvements that will lead to the school becoming more easily accessible. This includes plans to replace the remaining aging terrapins and the provision of a new sports hall to increase the accessibility of PE. We also intend to reduce old lighting that can cause visual issues for some individuals.

Access to the Curriculum

The Academy strives to develop the full potential of everyone within its community and provides a broad and wide-ranging curriculum, adapted to meet the needs of individual pupils. We provide high quality life-skills lessons, trips and visits, therapies, interventions, work experience, and a range of clubs, including the Duke of Edinburgh's Award. To ensure equity in accessibility we use a bespoke range of communication support and individualised planning. In addition, we ensure that provisions are continually improving; a bid is currently underway for an enhanced accessible outdoor fitness suite. Our Pupil Premium funding ensures that no child misses out for financial reasons and that disadvantaged pupils are able to access all opportunities offered by school.

All pupils have a comprehensive assessment of their needs, both prior to joining and during their time here. This ensures their specific requirements are supported. When planning, teachers set appropriate learning objectives and provide support mechanisms that aid pupils and break down barriers to learning. We hold regular meetings, including annual reviews of EHCPs to ensure that each pupil's individual pathway remains appropriate and reflects any changes to their needs. Pupils' own views are proactively sought and ideas implemented whenever possible.

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

Staff working with the SENDCO ensure that all pupils are not unfairly disadvantaged during any assessments or exams as a result of their special needs. This means that we ensure that all allowable reasonable adjustments are made to enable pupils to achieve accredited qualifications.

Staff are proactive in implementing new technologies such as AI to reduce barriers and increase accessibility in all areas of school life.

Access to Information, Advice and Careers Guidance

Grange Academy's website is maintained by the school, and we ensure that all information is current and accessible. For example, the website includes photographic examples of pupil achievement and allows easy read technology or translation tools to be used.

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/ carer events including coffee mornings, presentations, workshops and sports days 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 Evidence me or DOJO accounts, that enable regular contact between home and school. Teachers regularly communicate via email or fortnightly phone calls 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 succeed in life. All pupils are nurtured to develop a range of character attributes, such as resilience and self-belief 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, enabling greater access to further education.

Accessibility and Work Experience

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 to 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 and 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 provided, to ensure that pupils from all backgrounds, gender and diversity groups consider the widest possible range of careers, avoiding all stereotypical job advice.
- Use online tools that offer imaginative and engaging ways to encourage young people to think about the opportunities available to them.
- Maximise 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 pupil's access over time. This helps to eradicate differences in destinations between young people from disadvantaged backgrounds and their peers.

Appendix 1

Accessibility Action Plan

Strand 1: Increasing Access to the Curriculum

Objective	Actions	Responsibility	Timescale	Impact
Evolve adaptations in response to new pupils' EHC needs to ensure full curriculum access	SLT to continue map curriculum content and EHCP target/ provisions to ensure sensory, communication and cognitive accessibility Case study tracking in place to ensure impact.	Headteacher / SLT	Ongoing	All pupils able to engage meaningfully in learning and demonstrate progress from starting points.
Continue to embed inclusive teaching strategies, utilising AI.	Ongoing staff training on AI, sensory regulation, trauma-informed practice so all aspects of pupils' needs are met.	SLT / SEN Leads	Ongoing	Reduced barriers to learning and best practice consistently used across the school.
Support participation beyond the classroom by addressing cognitive, well-being or financial barriers.	Audit enrichment, trips and physical activities for accessibility – ensure funding does not present a barrier using PP funding.	Curriculum Leads	Ongoing	Equal and equitable access to wider school life

Strand 2: Improving the Physical Environment

Objective	Actions	Responsibility	Timescale	Impact
Maintain accessible buildings	Annual accessibility audit (lighting, acoustics, mobility access, sensory spaces) New buildings to have an accessibility assessment before completion including pupil views.	Site Manager / SLT	Annual	Reduced physical barriers
Support sensory and medical needs	Review Isabella room, sensory circuits hygiene facilities, therapy spaces to ensure that facilities reflect pupils' provision needs.	SLT / Governors	2026–2029	Safe and dignified access
Plan for future cohorts (including sixth form)	Accessibility considerations built into capital and refurbishment planning.	Headteacher and site team Trust	Ongoing	Anticipatory compliance

Strand 3: Improving Access to Information

Objective	Actions	Responsibility	Timescale	Impact
Accessible communication for pupils	Maintain use of symbols, visuals, objects of reference and digital supports and undertake sensory assessments to ensure provisions are up to date (especially for new pupils).	SLT / Teachers	Ongoing	Improved understanding and engagement
Accessible information for families	Ensure policies and key information available in accessible formats on request. Inclusion team offer help with form filling and signposting – approaching families we know will need support.	Admin / SLT	Ongoing	Equitable access for families
Digital accessibility	Review website and digital platforms against accessibility standards	Trust / Admin	Annual	Compliance with accessibility expectations, and all stakeholders able to access it.