



Grange View C. E. Primary School

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At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Forgiveness, Respect, Perseverance and Community to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E Primary School

Accessibility Plan 2025 – 2028

This Policy is a statement of the aims, principles and strategies for an Access Plan at Grange View CE Primary School. The Policy was last refreshed through a process of consultation with teaching staff and pupils. It was approved by the governing body in Autumn Term 2025. This policy will now be reviewed annually to meet the needs of the changing pupil population.

This Plan reflects the requirement for an Access Plan under current equalities legislation. The duty under the Equality Act 2010 is that schools collect and publish equality information and publish equalities objectives. This duty has existed since April 2012. However, guidance makes it very clear that schools continue to have a duty to produce an Access Plan which must be implemented. Schools' plans should reflect their intention to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve the availability of accessible printed information to disabled pupils.

Access Plan for Grange View CE Primary School from 2025 - 2028

Introduction: The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils by writing an Accessibility Plan. We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes: The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities. You can read more about substantial and long-term effects of disabilities and what is not included [here](#).

It is likely that every school has disabled pupils, staff members and service users.



Vision and values

Our School fully supports the vision of Northumberland Children's Services, namely: We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. Our school endorses the Northumberland's Inclusion definition that says:

"Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions.

Wherever possible disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The child/young person is at the heart of everything we do.

For schools we will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for headteachers and senior leaders, and for governors. We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning."

The nature of Grange View CE Primary school population:

We have around 150 mainstream pupils from 2 Year Olds to Year 6 and 20 staff members plus a 26-place nursery.

The School Environment

The school consists of a main building on one floor plus a small modular new building. All classrooms are accessible. Many physically disabled pupils use powered wheelchairs which can be quite large. Door frames in the main school are narrow and when alterations to the classrooms are planned, then one objective is that the door frames will be widened. Where classroom space is tight, adjustments may have to be made to classroom layout to facilitate access.

Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals and volunteering to carry out procedures as and when this is required.



- From time to time, we have children with physical disabilities and have developed the school building accordingly.
- We have added an accessible toilet, wash basin and large changing bed in a room off the hall. This is also used as a medical room.
- Ramps at all entrances to ensure wheelchair access.
- All doors are painted in a darker colour to ensure visually impaired children can see the openings.
- We offer all policies and documentation in alternative formats to parents who are visually impaired should they require it.
- An allocated parking space for the parents of disabled pupils is provided, as is ensuring that the space is not used inappropriately or blocked by other vehicles. The access into school from the parking space is level with no obstacles.
- Dropped kerbs are installed where necessary.
- Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. We provide a range of learning support material for children to access the curriculum where necessary such as pencil grips, scissors etc. We provide specialised cutlery for children to use at lunch time.

Awareness of staff

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g., physiotherapist training for disabled pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs. All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g., sports day, performing in concerts, educational visits etc. support is given to children who cannot attend school for medical reasons e.g. home tuition. After school clubs are available for all children. We have policies in place and a named person to administer medicines and care. We have a strong Behaviour and Relational Policy to ensure all children feel safe and included. All children with Special Needs or a disability will be offered a broad and balanced curriculum that is tailored to meet their needs e.g., speech therapy, circle time, visual timetables, social stories etc.

Access to the curriculum

All areas of the curriculum are accessible to pupils regardless of their disability. If an activity cannot be made accessible or would be inappropriate, then an alternative activity will be made available. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Depending on the impairments of disabled pupils, planning



specific staff training improves access to the curriculum. Training is available from several sources. Purchasing specialist equipment also increases access to the curriculum for disabled pupils. Where necessary based on the individual needs of pupils we will purchase any specialist equipment to facilitate participation. Reviews of the participation of disabled pupils during lesson observations will inform future developments in inclusion.

Tools such as the [Index for Inclusion](#) or [Northumberland Graduated Approach](#) help our school to reflect current best practice about how to improve accessibility and raise awareness.

Access to school visits can be problematic for some disabled pupils. Reviews and investigating the most accessible venues and transport providers is valuable, as will anticipatory planning and a creative approach to staffing.

Access to written information.

We provide additional support for learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

Date: November 2025

Signed: R. Griffin, Chair of Governors

Review

The governors at Grange View CE Primary School believe that everyone has a right to learn, to be respected and to be safe. We are intent on providing a caring, safe, happy and healthy environment for all our pupils, guided by the teachings of Jesus in delivering our Christian values and vision. We seek to enable all to flourish and achieve their full potential where both British and Christian values of care, kindness and respect are at the heart of all we do. The governors in all decision making work collectively and collaboratively to enable everyone to 'SPARKLE'.



Section 2:

Objectives for this cycle of the plan 2025-2028.

The tables below set out how the school will work over the next 3 years to achieve the objectives we have set for the 3 required areas: Curriculum, environment and written information.

Improving Access to the curriculum for pupils with disabilities					
Objective	Action to be taken	Timescale	Resources	Responsibility	Evaluation
Implementation of the Graduated Approach ensures that every lesson has been differentiated and resourced for each pupil with a disability. Cycles of support are introduced to provide the right support at the right time. Creating the best inclusive environment for every child.	Maintain up to date EHCPs and PEPs and share information with other agencies and services supporting the child.	Ongoing		All staff and SENDCo	Governors Headteacher
Ensure that staff are able to access training and personal development relevant to the emerging needs and medical conditions in school.	Access training and support available at the right time, anticipating children's needs. Best practice in place for every child.	Working with parents, health and other practitioners to anticipate needs.			
Ensure that all staff are aware of and using	Prompt referrals			Mental Health Lead SENDCo	

cycles of specialist support available to support children and young people, including preventative approaches and services supporting emotional health and wellbeing.	Clear understanding by staff of the cycles of specialist support available.			All Staff	
Build empathy, compassion and understanding in all pupils about disability and diversity in the widest sense, so that adaptations to the curriculum are understood, and become part of every child's understanding	Recognise and celebrate diversity through all of the curriculum areas we identify as opportunities. Strengthening our anti-discriminatory work to eliminate stigma.			PSHE lead Anti-bullying lead All subject leads Headteacher	

Improving access to the school environment for pupils with disabilities					
Objective	Action to be taken	Timescale	Resources	Responsibility	Evaluation
Ensure that all aspects of the school environment are accessible to pupils and visitors with disabilities.	Undertake any outstanding improvements to the physical environment, such as adjusting the height of the intercom, widening door frames and ensuring a clear line of vision through windows in classroom doors.	Ongoing and reviewed annually in line with this policy.	To be allocated according to need (some of the needs identified are anticipatory and imply significant cost)		

To meet the physical, sensory, behavioural and emotional needs of each individual child with a disability or medical condition. Optimise the physical learning environment for every child	Continue to learn and make adaptations that work well for our pupils. These include: • Minimising sensory distractions in classrooms. • Specialist feeding resources. • Options for pupils who prefer a quiet environment for learning. • Thrive to offer emotional support and assist in self-regulation. • Participation in the Mental Health Trailblazer project	Ongoing with a regular annual review of 'What works well?'	Writing aids Feeding aids Trailblazer resources Thrive activities and assessments.		
Ensuring that pupils with disabilities are considered in advance when planning any school visits, extra-curricular activity or after school club, and that parents are reassured that access has been considered, and that pupils with disabilities are welcome and adaptations made.	Working with partners, transport providers and venues to ensure that all of the required adaptations are possible before we plan and book visits, visitors or external providers.	As required throughout the academic year. Anticipatory.			

Improving the way that pupils with disabilities access written information					
Objective	Action to be taken	Timescale	Resources	Responsibility	Evaluation
Improve the availability of written information in alternative formats when deemed beneficial, requested or when likely to make the curriculum more accessible to a child with a disability.	Continued development of awareness of communication strategies and aids which may be used: Audio files, pictograms, social stories, graphics and coloured overlays for example.	Ongoing	Coloured overlays Social stories	All staff and SENDCo Specialist teams	
Reference to best practice guidance when making written resources more accessible (see Appendix 1)	Staff understanding of resources to assist a range of disabilities from vision impairment, to sensory needs, dyslexia and communication friendly environments.	Continuous	Organisations listed in Appendix 1. School's own guidance for clear communication	All staff	

Appendix 1:

Making printed information accessible.

Resources and guidance:

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

[Creating accessible documents factsheet](#) (Abilitynet)

[Abilities and assistive technology](#) (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)

[Dyslexia Style Guide](#) (British Dyslexia Association)

[Communication friendly environments](#) (from the Communication Trust)



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

- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- revision guides for Key Stages 2, 3 and 4

[Northumberland County Blind Association](#) will undertake commissions to transcribe documentation to Braille.



Appendix 2:

Questions we ask our pupils to find out if they feel adaptations are working and to establish which objectives we need to prioritise.

What helps us to learn and be happy in school?

(Autumn 2025 Pupil Questionnaires)

What is the perfect start to a day if we want you to feel good about learning?

Think about days you feel you learn best, what are they like?

Are there things that school has or does that help you to learn better?

What is not so helpful in the classroom and what makes things difficult?

What could make things easier?

Are there any times of the day, or things that happen in school that worry you?

