



The Grange School Accessibility Policy Effective from: May 2025

Applies to:	Staff / Parents & Carers / Students/Governors
Date of Governing Body Approval	May 2025
Next Review	May 2028

Document Control

Title	Accessibility Policy
Originator / Author / Owner	Headteacher
Review Cycle	3 Years
Edit Location	T:Drive/Policies
Published Location	Website and Intranet
Supporting documents	None
Classification	Statutory

Change Record

Version	Date	Updated by	List Change made to document	Document Status
2	01.03.19	HBE		
4	06.05.25	VMU	No longer nominated school for students who require consideration related to physical disabilities	

Document Management

Governance Area of Responsibility:

Curriculum	
Finance	
Health and Safety	
Safeguarding	
SEND	x
Personnel	
Other:	



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ADMISSION.

Prior to the admission of a student with specific accessibility requirements, a full assessment will be undertaken, including site visits, to ascertain the nature of the requirements. The assessment will involve the student, his/her parents/carers, the Local Authority and staff of the school.

Where current facilities are not suitable, the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing this.

PHYSICAL ACCESS.

The original school buildings are over 50 years old and, as such, were never designed for disabled access. More recent additions have been built with access considerations.

Current arrangements include:

- **Lift access** to the first floor in the main block and the Humanities Block.
- **Ramps** to all exit and entrance doors (except Maths rooms 2 and 3)
- **Disabled toilets** in most blocks and on both levels of the main block.
- **Evac chairs** on landings above ground level.

The school will continue to respond to changing needs as necessary, for example, the provision of variable height desks in classrooms and the rearrangement of accommodation to provide ground floor access where



necessary. Additionally, all new building and refurbishment plans will take account of providing suitable access in conjunction with the Local Authority.

CURRICULUM ACCESS.

Where possible, the school will ensure that students have access to all curriculum areas. Support and reasonable adjustments are always made if it is feasible. This may necessarily involve the support of a Learning Support Assistant. For example, every effort will be made to make school visits and journeys possible by suitable choice of venue to minimise risk and by forward planning to ensure that all students can gain the best value from the experience. At present, wheelchair users have good access to the curriculum, supported by a team of Learning Support Assistants who assist in various ways to ensure that the students are not disadvantaged by their specific medical conditions.

TRAINING.

Staff are regularly updated about the needs of specific students. This may include wheelchair access both around the buildings and in classrooms, where issues such as the height of desks may be a concern. Advice from the relevant professionals, e.g. Paediatricians, Occupational Therapists, Specialist Teaching Service for Physical Disabilities and Sensory Impairment (Hearing and Sight) is always sought in such situations.

Learning Support Assistants have been given specific training to fulfil their role and this is repeated as required.

Members of staff, both teaching and support, have been trained to provide onsite first aid when required and request professional medical assistance if needed.

INFORMATION & COMMUNICATION.

Depending upon the specific problem, alternative forms of information will be provided for users as appropriate. For example:

- Amanuenses and support will be provided for students with a physical disability both permanent or temporary
- Examination Access Arrangements will be applied for in accordance with



- the current JQC regulations
- Signing facilities will be provided at parents consultation evenings for those with hearing impairment
 - Information from the school will be provided in a suitable format for specific parents/carers when requested.

STATEMENT OF INTENT.

The Governors of the Grange School intend to continue to improve accessibility to all areas of the school as and when funds are available. The Governors will follow advice given in the DfE guidelines and the Buckinghamshire Education Authority Accessibility Strategy.

