



Grange Primary Academy

Accessibility Plan

Grange Primary Academy is part of the Greenshaw Learning Trust.

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Grange Primary Academy Accessibility Plan

February 2026

This Accessibility Plan applies to Grange Primary Academy School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict, then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme, alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Governing Body on: 03.02.26

This plan is due for review by February 2027

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by the Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

This plan sets out the proposals of Grange Primary Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Grange Primary Academy's Accessibility Plan is resourced, implemented, reviewed, revised as necessary, and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Grange Primary Academy

The Building and Grounds of Grange Primary Academy

Grange Primary Academy (formerly Grange Primary School) is located on Holmleigh Road in the Tuffley suburb of Gloucester. The site is a prime example of mid-20th-century educational architecture, designed to serve the post-war residential expansion of Tuffley.

The single-storey school is situated in a spacious, leafy setting, characteristic of schools built in the 1950s, prioritising open space and light.

Structure: The building is **single-storey**, allowing easy access to the outdoors from classrooms.

The interior has undergone updates to support modern teaching while retaining the original spatial

logic.

The grounds: One of the school's most significant assets is its extensive outdoor space, which is far more generous than many inner-city Gloucester schools.

- **Playing Fields:** The school boasts large grass playing fields used for sports, PE lessons, and summer events. These fields back onto the residential gardens of Tuffley, creating a quiet, enclosed environment.
- **Playgrounds:** There are expansive hard-standing playgrounds, typically separated into Key Stage 1 and Key Stage 2 areas, featuring markings for games and sports courts.
- **Forest School/Nature Areas:** The grounds' perimeter includes mature trees and green verges, as well as a developed "Forest School" area to support outdoor learning.

Grange Primary Academy's vision for disabled pupils:

At Grange Primary Academy, we believe that inclusion is a dynamic process measured by the impact we have on all pupils' outcomes and experiences. We are committed to Equity for All, ensuring every child is entitled to an ambitious, broad, and balanced education, regardless of their starting point.

We go beyond simply "tolerating" differences; we adopt a strength-based approach that values the contributions of all pupils, staff, parents, and visitors. We recognise that accessibility must be "built in, not bolt on". Therefore, our Accessibility Plan is not just a reaction to individual needs but a proactive tool to anticipate and remove barriers in the curriculum, the physical environment, and the way we share information.

Our Commitments: High Expectations, High Support: We challenge negative attitudes and have high expectations for all pupils, combining challenge with the support needed to succeed.

- **Shared Responsibility:** Inclusion is everyone's responsibility. We aim to build a culture where pupils with additional needs are visible, prioritised, and fully connected to the life of the school.
- **Anticipatory Action:** We accept our duty to plan ahead, designing our environment and curriculum to prevent disadvantage before it arises, rather than waiting for problems to occur.

This plan sets out how Grange Primary Academy will systematically improve access over time, ensuring that our structures and practices enable every child to thrive.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Forensically review curricula through the lens of adaptive provision.	A mindset of proactive inclusion, planning access barriers out of existence, to ensure equity for current and future pupils.	Curriculum leader	All subject leads audit their curriculum planning against the Principles for Inclusion (e.g., "Strength-Based Approach"), ensuring that universal supports (such as visual scaffolds, key vocabulary lists, and alternative recording methods) are "built in, not bolt on".	The "Anticipatory Model" is the default for all new curriculum design, evidenced by Quality Assurance (QA) processes that reject any planning which relies solely on reactive "bolt-on" interventions. Induction for new staff includes mandatory training on the school's "Proactive Inclusion" planning standards.	Existing and new curriculum design is aligned with meeting all pupils' needs to ensure equity.
"Pre-teaching" sessions are an integral aspect of quality first teaching.	Pre-teaching reduces the anxiety and processing load for pupils. This aligns with the Principles for Inclusion commitment to "High Expectations, High Support".	SENDCo	Pupil progress meetings highlight pupils whose provision will include pre-teaching. Specific content is being targeted (avoiding generic "catch-up").	Pre-teaching is integrated into the daily routine for all pupils without narrowing the curriculum for any pupil.	Ensure the pre-teaching actually impacts the main lesson performance.
Rigorously analyse participation data for after-school clubs, trips, and residential to ensure disabled pupils are not "missing out" due to hidden barriers.	Disabled children are not under-represented in areas like PE and extra-curricular sport. Disabled pupils are well represented in the different areas of the school's life..	Inclusion lead	Determine if disabled pupils are represented in clubs and trips at the same rate as they exist in the general school population - Moving from anecdotal assumptions ("I think they join in") to hard facts, instantly highlighting "cold spots" where participation is statistically low.	The "Non-Participant" Deep Dive (Qualitative Analysis) - Uncovering the "hidden barriers" preventing attendance (e.g., transport issues, sensory anxiety, lack of specific support). Therefore, identifying the root causes of exclusion - distinguishing between lack of interest (acceptable) and lack of	Have all identified barriers been removed, and has the impact been measured? The participation gap has closed, providing evidence that the school is meeting its Anticipatory Duty by modifying procedures to facilitate inclusion.

				access (unacceptable).	
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2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every subject has access to specialist equipment and furniture where necessary	No student has been denied access to learning due to a lack of equipment.	Curriculum Lead, SENDCo and Estates Lead	The "Subject-Specific" Audit. Moving beyond a generic site survey to identify curriculum-specific physical barriers (e.g., id furniture too high? Is PE equipment audible for visually impaired pupils?). A "Gap Analysis" report identifying immediate equipment shortages (e.g., adjustable height tables, grip aids, sensory-friendly seating).	Centralised Procurement and "Rapid Deployment" System - a pool of resources that are "built in" to the school's infrastructure, available immediately rather than waiting for funding applications for individual pupils.	Maintenance, Training, and Transition. Ensure equipment is actually used correctly and moves with the pupil. Equipment remains functional and consistently available, preventing learning gaps during transition periods.
Create "Sensory Regulation Zones" (Internal & External)	Safe, low-arousal spaces allow pupils with sensory processing needs or high anxiety to self-regulate and remain in school.	SLT	Sensory circuits support targeted pupils in integrating following transitions into learning in a regulated state.	Low-arousal spaces are integrated into universal provision, so all pupils are supported by the provision.	Both internal and external low-arousal spaces are meeting the needs of all pupils.

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Implement a "Born Digital" Protocol for Learning and Communication Resources. Mandate that all teacher-	Born-digital resources can be instantly converted to large print, changed to a specific background	All staff	Staff trained on "Accessibility Checkers" in standard software (Microsoft/Google) to ensure headings and alt-text are present,	The quality of the digital files is improved, ensuring they work with assistive technology (screen	The "Universal Access" Phase - Shifting control to the pupil. Moving from "teachers making things accessible" to "pupils

generated worksheets, handouts, and homework tasks are created and stored in editable, accessible digital formats before being printed	colour, or read aloud by screen-reading software to support accessibility.		ensuring pupils using assistive technology can access the information independently alongside their peers.	readers).	accessing things independently." Pupil and parent Voice confirm that they can access resources independently.
Ensure that DDA-compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	Estate staff	100% of "Health and Safety" and "Entrance" signage is fully DDA compliant by the end of the academic year	"Dual-Code" signage to all classrooms, corridors, and department blocks. Expanding beyond "visual impairment" to support pupils with cognitive, literacy, or processing needs (e.g., Autism, Dyslexia).	Is the school site is fully navigable independently by a visually impaired visitor from the front gate to the furthest classroom, and no "non-standard" homemade signs exist.