



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Accessibility Policy 2025 - 2026

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Academy Link: Miss L McPartland



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1. Statement of particulars

Date of Plan: September 2025

Date of Review: September 2026

Member of Staff Responsible: Executive Principal

Governors and Committees Responsible: Chair of Governors

Senior Leadership Team

The following were consulted on the plan:

- Governors
- Senior Leadership Team
- Teaching Staff
- Support Staff
- Students
- Parents

2. Introduction

What is an Academy Accessibility Plan?

Every academy must have an Academy Accessibility Plan. This shows how the Academy has improved accessibility for students and future improvements identified and by when these improvements will be made. Types of access include:

- The physical environment, layout of the academy and how a student can access it
- Information that is accessible by and for students
- Improvements to ensure all students can access the curriculum

The Academy does not have to make drastic modifications and can make 'reasonable adjustments'.

Every student is different and The Grange Academy recognises this and staff are happy to discuss individual arrangements for students with specific needs.

3. Vision and Ethos

The Grange Academy is an inclusive, purposeful and high achieving educational community for children and young people aged 3 to 16. The care, guidance and support for our children and young people are exceptional. Our expectations are high.

Our children and young people are confident, motivated and creative, have a positive attitude and enjoy their learning. They are able to live safe, healthy and fulfilling lives and contribute to the good of society.

Ensuring the students have full access to the academy by all methods is key to delivering our vision. Many aspects of the physical access are unnoticed but incorporated into the fabric of the building. The building was designed and built to ensure all regulations were met or exceeded as well as ensuring the design was welcoming and friendly, encouraging students to want to engage with the academy and subsequently engaging in the curricular activities provided. Additional extended provision is made by utilisation of clubs, which support additional learning and engagement in the academy community life.

4. Improvements to the physical environment

The Grange Academy moved into a new purpose-built site in April 2013.

Many aspects of accessibility and all legislation at the time of design were incorporated into the building's planning.

The garden area and playground are also fully accessible with wheelchair access, raised flowerbeds and a range of stimuli.

External access

Twelve clearly marked disabled parking bays are available. Six of these at the main front entrance to the Academy and the remainder at the top of the car park offering access to the Sports Centre which is open to the public until 9pm.

Internal access

Within the plan three lifts were incorporated. Lift access is restricted for all users to set levels therefore limiting access to all. This ensures only those who need access regularly use them. Keys are provided to staff and students who have a need, which allows them to override the pre-set restrictions. Every floor of the academy can be accessed by lift.

Accessible toilets are provided on all floors. All staff have keys to access these ensuring they have limited use by all making them more readily available when needed. A range of left and right-handed wheelchair transfer are available across the site. Movable handrails are fitted and staff training is arranged as required for students who require assistance in their personal care needs.

Improvements for future

Changes to the physical environment that an Academy could make to increase access might include:

- Carpeting and acoustic tiling of classrooms to help hearing impaired students

5. Improving the way information is delivered to students

Stationery resources

Minor adjustments can be made by the academy such as the use of different coloured paper and larger font. Everyday resources such as pencil grips are provided to those students who benefit from them. Specialist pens and pencils for left-handed and grip problems are available in academy.

Scribes

A scribe is a person who, on request writes down or types a student's dictated answer to questions under examination conditions. Allowances need to be made to ensure that the exam conditions are still met. This may mean the student sits the exam in a separate room to others. The scribe will not explain or provide additional information; they are not assisting with the exam questions simply writing on behalf of the student. For diagrams the student should, if able, draw their own and the scribe should label as dictated.

Readers

A Reader is a person who on request reads to the candidate the entire or any part of the exam paper and any part of the candidate's answer. They must only read what the student asks them to and when asked. They must not explain or clarify. Alternatively, students may be issued with a reading pen in line with JCQ regulations.

For candidates who are visually impaired, the reader may help the candidate using tactile maps, diagrams, graphs and tables to obtain information the printed copies would give to a sighted candidate.

Additional time

This has to be applied for by the academy and usually allows 25% additional time for the work to be undertaken in, but varies depending on the student's needs.

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- In large print
- In simple English, selecting alternative wording
- On audio format
- Using a symbol system or pictures to enhance
- Language Modification of exam papers

At The Grange Academy all of these are available.

Improvements for future

Inclusion in the future includes the ability to provide:

- Information in Braille if needed.

Facilities are in place to rapidly deliver these if required through the Visual Impairment Service, which supports The Grange Academy with its current visually impaired students.

Students who have a high-level risk of dyslexia are able to access electronic equipment, which will enable them to access learning.

PE

During PE sessions, options have been shared with the PE staff for methods of making PE accessible.

6. English as an Additional Language

The Grange Academy has a small number of students presenting where the first language is not English. This presents the students with a greater challenge to access and understand their lessons and establish peer group relationships with those whose native language is English. These students have access EAL interventions plus electronic equipment to support learning within the classroom.

7. Speech and Language Therapy

The Grange Academy has established that there are a number of students who have speech and language difficulties.

A number of tools are available to support the student's learning and many can be tailored specifically to their needs to support their learning. These may include:

- Visuals using Board Maker/Widget
- Communication boards
- Black Sheep Press resources
- ELKLAN training of staff supporting students with speech language and communication

8. Autistic Spectrum Condition Resourced Provision (ASC RP)

Recognising the need to provide specific resources to enable students with autism to access mainstream academy, a specialised resource was established on behalf of the local authority. The Academy hosts 3 primary resource bases supporting 24 children in total and a KS3/4 base with 16 places.

Entry to the provision is by agreement with the Local Authority. For entry into one of the bases the Local Authority Panel will identify The Grange Academy as a suitable placement for the student initially. The parents/carers will be invited to attend without the prospective students initially and discuss with the SENCO their child's needs. The student will later be invited, followed by a series of transitional visits which will be arranged to familiarise the student with the Academy environment. All children attending the Resource Base must have an Education, Health and Care Plan (EHCP) with the primary need identified as ASC.

In all years the students work closely within the ASC Provision allowing the teacher and Teaching and Learning support staff to develop relationships and target work for each student. The aim is to integrate students into mainstream classes at a pace they can thrive at. This maybe one lesson a week to begin with, increasing these as the student grows in confidence and ability. Support is available to students of the whole academy in the provision at break and lunchtimes.

9. Understanding the revised curriculum

Adjustments that would help children with disabilities have better access to the curriculum might include – many of these are already in place at The Grange Academy.

- Individual timetables
- Classroom organisation, such as small clusters of students, seating arrangements
- Timetabling more lessons in a morning when students are able to learn better support from other students mixing abilities/personalities
- Enabling students back into education when they have been away from the formal academy environment for a period

Improvements for the Future

Development areas for the future may include:

- Education sessions for interested parents on techniques they can use to support their children
- Family learning sessions for areas where inclusion for the extended family would be beneficial

10. Educational Visits

Educational visits are an important part of academy life. As an inclusive academy, it is essential to ensure that all students can participate.

Residential trips are also an integral part of academy life. Where a student with additional needs is attending a residential visit, a discussion will take place with the student and their parents/carers, identifying and resolving any issues anticipated.

The Academy's charging and remissions policy details how the costs for amended trips would be dealt with.

11. Assistive technology

Technology suited to the students' needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- Easy to use keyboards
- Interactive whiteboards
- Text-to-speech software
- Reading pens
- Dictation

Improvements for Future

Changes that the Academy could make to increase access might include:

- Touch-screen computers
- Braille-translation software

12. Academy Transport

Getting to the Academy

Nationally the same basic rules apply to all students; however, Local Authority can make a decision to provide transport on a case-by-case basis for a student with disabilities.

The LA will assess each student's needs when making a decision, taking into account your child's health and/or disability. If a student is offered academy transport, the vehicle will be required to have the relevant equipment for example an escort, wheelchair restraints, ramps or lifts.

Some students travelling long distances or with specific needs maybe eligible for costs towards a parent/guardian transporting them to the academy. The Local Authority holds information on this and makes decisions regarding this.

During the Academy day

Some students will need to be transported as part of their academy activity during or after academy hour's activities. The Grange Academy has two minibuses which are fully fitted with three-point seatbelts. All staff who may transport students are checked to ensure their vehicle is suitable for use by students and in good working order and fully comprehensively insured for business purposes. An annual check of insurance is conducted. A risk assessment will be carried out before any student is allowed to travel. If transport is needed for a wheelchair user the Academy would work with the LA Transport unit to provide the transport.

Appendix A

Terminology

ASC RP	Autistic Spectrum Condition
EAL	English as an Additional Language
SaLT	Speech and Language Therapy
SLT	Senior Leadership Team
TLS/TA	Teaching and Learning Support/Teaching Assistant
VI	Visual Impairment