



Godinton Primary School

Accessibility Plan September 2017 – September 2020

Vision and Values

Godinton Primary School aims to identify and remove barriers to disabled pupils in every aspect of school life. We have high ambitions for our disabled pupils and expect them to participate and achieve. We endeavour to make all children feel welcome irrespective of race, colour, creed or impairment. This commitment to equal opportunities is driven by the National Curriculum Inclusion statement and the school endeavours to provide the following:

- Teachers setting high expectations for all children.
- Suitable learning challenges;
- Respond to pupils' diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Information from Pupil Data and School Audit

The Disability Discrimination Act (DDA)/ Equality Act (2010) defines a person as being disabled if they have *'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'*. We also recognise that a physical or mental impairment is a broad definition which includes children with a wide range of impairments including physical and sensory such as speech and language needs, learning disabilities and medical needs such as diabetes where the effect of the impairment on the pupil's ability to carry out normal day – to – day activities is adverse, substantial and long – term.

Godinton Primary School recognises the overlap between the definition of disability in the Disability Discrimination Act and the definition of Special Educational Needs in the Education Act (1996). We understand that many children who have SEN will also be defined as having a disability under the definition from the Disability Discrimination Act.



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The school currently has a population of 423 pupils, 8.7 % of which have a Special Educational Need or needs that could be described under the DDA as disabled. Those pupils with Special Educational Needs (SEN) that can be categorised as disabled under the definition from the DDA are detailed below, this may be a primary or secondary need:

| Nature of Need | Number of children (On role or disclosed by parents) | Number of adults (staff or disclosed by parents) |
|--|---|---|
| Diabetes | 1 | 1 |
| Hearing Impairment | 0 | 0 |
| Visual Impairment | 1 | 0 |
| Physical disability | 2 | 0 |
| Specific Learning Difficulty e.g. Dyslexia | 21 | 0 |
| Tourettes Syndrome | 0 | 0 |
| Speech and Language | 8 | 0 |
| Central Auditory Processing Disorder (CAPD) | 0 | 0 |
| Social, Emotional and Mental Health Difficulties | 6 | 0 |
| Autistic Spectrum Disorder/ Aspergers Syndrome | 6 | 0 |
| Other | 2 | 0 |



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Pupils are supported in the school through pupil progress meetings, class and individual provision maps that detail intervention, small group work and 1:1 support as necessary. We have also accessed Outreach from our local special school The Wyvern School for our most vulnerable pupils. We use a graduated approach to supporting our pupils with Special Educational Needs and Disabilities (SEND hereafter) and enable them to have access to universal provision, targeted short term intervention and long term, personalised learning as required. We use a plan, do, review cycle to monitor the provision of our children through our use of provision maps, SEND support plans and parents evening three times per year for pupils with SEND. All pupils with SEN have an end of Key Stage Outcome that staff and parents work toward and review.

We currently have a high pattern of attendance, no fixed term exclusions and 1 internal exclusion.

All disabled pupils have equal access to off site activities and provision for this is detailed on risk assessments. We achieve this by having good contact with our parents and carers about these matters.

It is expected that if current disabled pupils or future disabled pupils should have some difficulty in accessing the curriculum due to the nature of the equipment, this will be provided. The school currently has a class set of laptops and 16 iPads with a range of Apps available to support learning and access to the curriculum. There is one 'stand-alone' ipad currently available. If small equipment such as adapted scissors, smaller computer mice, coloured labels on keyboards, adapted SAT's papers or adaptation to P.E. equipment, for example, are necessary these will be provided. Adaptations to the curriculum will be made where necessary to support disabled pupils and advice will be sought from outside agencies such as the health teams or outreach support from local schools as required.



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Disabled pupils in the school may have their needs identified and recorded through the use of an inclusion or medical care plan as necessary. This is a long-term document that details any adaptations, considerations or requirements that the pupil might need. These are reviewed in accordance with the long-term nature of the document and shared with parents.

The physical environment of the school is mostly flat with a large grassy field and tarmac playground area. An assessment of the schools grounds and internally has been made and deemed to be manageable for wheelchair users apart from a slight elevation on the playground by one of the entrance doors. All external doors can be assessed by a wheel chair. Internal doors can be assessed by a wheel chair if they are kept open with a door wedge; doors cannot currently be accessed by any electronic means apart from the main entrance to the reception area. The immediate environment of pupils with specific physical needs will have reasonable adjustments made to it to support their access to the school.

The school has a policy on medicines and children are able to receive prescribed medicine at the school office. All medicines given are recorded and signed by the person giving the medicine. Parents must complete a permission form for this that details the medicine to be administered and in what dose. Parents are requested to complete a medical needs form annually and this information is stored in the class registers to give class teachers easy accessibility.

The school also has a personal care policy which encourages the school and parents to work together. We now have a medical room where personal care needs can be attended to. This includes a disabled toilet and shower which can be used as necessary.

Pupils are assessed for their academic progress six times a year and analysis for pupils progress is undertaken regularly. The teaching staff produce a class provision map which identifies children who are at risk of underachievement, considers what their barriers to learning are and explains what has been put in place to support them. They also undertake a data analysis task prior to the pupil progress meeting. Any barriers to learning and key points from the discussion are recorded by the



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Senco assistant who attends all meetings with the Head teacher or Assistant Heads. The Assistant Head for Inclusion attends all pupil progress meetings. Pupil progress is discussed with staff three times per year. A data pack of information is produced for all staff to have access to annually in order to track progress over time. Pupil assessment is ongoing through class based daily assessment of progress with learning objectives, utilising success criteria to help the children to understand how they can achieve their objectives. Any progress issues are discussed with the Head teacher and Assistant Head teachers at the pupil progress meeting and as necessary during the year.

The emotional well being of all pupils at Godinton Primary school is valued and promoted through the employment of a Family Liaison Officer as well as provision for pastoral support. This support could include regular meetings with family members, early help intervention, bereavement support and interventions regarding anxiety, self – esteem or support to work as part of a group. All children and staff work towards the Godinton values which are rewarded weekly to individual children in each class with a ‘tea party’ with the Head teacher. We also have a robust house point system in place that encourages all children and motivates them to do well.

At Godinton Primary School we endeavour to approach the support that we provide for pupils with Special Educational Needs and Disabilities in a positive and productive manner. We aim to work with parents to ensure that the best possible outcomes, care and provision is made available to their child and themselves. We hope to tailor provision to the individual needs of those pupils and in doing so ensure that they are able to achieve their full potential in our setting. Any adaptations to the environment or curriculum access are made wherever possible and we regularly review what works with our parents, carers, staff and pupils.



Views of those consulted during the development plan

Parent questionnaires are sent to parents to gather their views on key areas of school life. These documents are revised yearly and questions have now been included that seek to find out more detailed information about the views and aspirations of all parents in the school of the schools attitude and emphasis on inclusion and reducing discrimination. An additional questionnaire is sent to parents annually asking them to disclose whether they are disabled and the nature of their disability as well as the needs of their children in case they are not known to us. Members of the Disability and Equality Working Party were involved at each step of this plans review and creation. An electronic copy of this plan is available on the school website.

Key to acronyms: SMT = Senior Management Team

1) INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

SHORT TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff Involved |
|---|--|---|-------------------|--|
| To extend understanding of inclusive play with the children and adults. | <ul style="list-style-type: none"> • Link to the PTFA playground project. • Develop mechanisms within the school to enable children to talk to an adult about any issues from the playground that may not have been discussed already with a midday day meals supervisor e.g. re-establish | <ul style="list-style-type: none"> • DES group and PTFA project establish links together • Mechanism for providing children with an opportunity to talk should they need to beyond the playground established. • Visual prompts of playground rules in place | Term 3 | DES Group JT PTFA MMS Lower School Staff |
| | | | Term 3/ 4 | |
| | | | Term 5 | |



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| | <p>chatterbox approach or similar where a card is given to each child who then posts it in the box and a member of staff checks this daily after lunch and talks to the child about the issue.</p> <ul style="list-style-type: none"> • PSHE work in lower school to include making the rules and expectations clearer to the younger children on entry into school. • Refresher training for MMS about managing any issues on the playground. • Plan to encourage the children to tell an adult about difficulties through assemblies focus. • Playground buddies • ?Play leader development to run alongside Sports Premium support at lunchtimes. | <p>and reinforced with pupils by staff.</p> <ul style="list-style-type: none"> • Positive pupil and staff feedback on how they feel about the playground and its ethos, | <p>Term 6</p> | |
| <p>To develop a school based understanding of specific</p> | <ul style="list-style-type: none"> • Generate a display in the main corridor about a | <ul style="list-style-type: none"> • Display in main corridor changed every other | <p>Term 3 Term 5</p> | <p>SS</p> |



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| <p>needs such as dyslexia or ASD for example.</p> | <p>specific condition that is experienced by some of the children in the school such as dyslexia.</p> <ul style="list-style-type: none"> • Answer questions – What is it? Which relevant famous people who experience it? How do you overcome it? • Link with some of the features of powers to learn e.g. need for growth mindset and resilience to overcome it. | <p>term.</p> <ul style="list-style-type: none"> • Include children feedback section on display so that children can ask questions or comment use this to measure success of awareness raising. • Pupils are more aware of specific conditions experienced by our pupils. | | |
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REVIEW SHORT TERM TARGETS – JULY 2018

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2016/17 |
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MEDIUM TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff involved |
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| <p>To deepen staff training and awareness of high incidence SEN needs, mental health and disabilities occurring in</p> | <ul style="list-style-type: none"> • Staff audit of knowledge and current training to be completed in Term 6. • Information organised | <ul style="list-style-type: none"> • All Staff have completed the SEND training audit in Term 6 2017/18. • Data Analysed and a relevant programme of training devised | <p>Term 6 2017/18</p> <p>Term 1 2018/19</p> | <p>SS to devise audit tool All staff to complete audit.</p> <p>SS to analyse results.</p> |



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| <p>the school.</p> | <p>and analysed to provide a staff training programme for the academic years 2018/19 and 2019/20</p> <ul style="list-style-type: none"> • Consideration given to INSET day focus in 2018/19. • Link to Training appendix of the SEND Policy. | <p>by Term 1 2018/19.</p> <ul style="list-style-type: none"> • Staff training organised through 'in house expertise' as well as specialist input from an educational psychologist or specialist teachers (potential cost implication to outside trainers) | <p>Term 2 – 6 2018/19 Term 1 – 6 2019/20</p> | <p>SS to coordinate training.</p> |
| <p>Curriculum Review – When undertaking and implementing the pending curriculum review for academic year 2018/19 onwards, consider how to increase links to pastoral and disability awareness through curriculum coverage.</p> | <ul style="list-style-type: none"> • INSET day for Curriculum review to be arranged during academic year 2017/18. • Advice given to staff regarding seeking opportunities for increased whole class pastoral opportunities and disability awareness. • Each year group to be able to evidence one example of disability awareness opportunity. | <ul style="list-style-type: none"> • Inset day arranged for academic year 2017/18 • Possible resources researched and shared with staff during curriculum review. • Each year group has at least one opportunity for disability awareness included in their curriculum for the year. • Pastoral support a theme running through each terms planning in one or more areas as appropriate. | <p>Academic year 2017/18</p> <p>Evidenced in topic or English over views during academic year 2018/19</p> | <p>JT – head teacher</p> <p>HC & SS</p> |



REVIEW MEDIUM TERM TARGETS – JULY 2019

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2016/17 |
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LONG TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff Involved |
|---|---|---|---|----------------|
| To continue to ensure that all children with SEN and disabilities are able to access school trips and other enrichment opportunities offered by the school as well as school based assessments. | <ul style="list-style-type: none"> Continue to maintain an individual needs led policy between staff, parents and children to negotiate their ability to access the enrichment opportunities provided for them. Staff to continue to liaise with SS to find solution to accessing these opportunities as they arise in the school year. | <ul style="list-style-type: none"> Information regarding pupils who may need additional access arrangements for school trips, enrichment opportunities and access arrangements for assessments to be shared at the transition meeting between old and new staff at the end of the academic year and recorded on transition plans. Staff to continue to meet with parents and SS if necessary to manage access to school trips and enrichment activities as necessary. Access arrangements for Key Stage 1 and 2 Sats to continue to be coordinated by Year 2 and 6 staff in conjunction with SS. This information will continue to | Ongoing during academic years: 2017/18 2018/19 2019/2020 | All staff |



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| | | be shared with parents prior to the tests being undertaken. | | |
| To research and investigate training opportunities for the delivery of P.E. to disabled pupils. | <ul style="list-style-type: none"> • Consider staff competency – audit of skills. • Where can the training be sourced from? • Is our current P.E. equipment suitable for disabled access? • Consider funding implications? | <ul style="list-style-type: none"> • Skills audit completed by staff. • Link with PE coordinator to research and source specific training for P.E. access – consider contacting The Valance School for further advice. • Review of PE equipment carried out after training and consideration given to cost implications if further equipment is felt to be necessary to deliver the curriculum. | 2019/20 | SS, HC, PE Coordinator. |

REVIEW LONG TERM TARGETS – JULY 2020

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2017/18 |
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2) IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

SHORT TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff involved |
|---|--|--|-------------------|----------------------------|
| To ensure that the playground equipment that is purchased by the PTFA is accessible to all pupils including those with a disability | <ul style="list-style-type: none"> • SS to attend PTFA mtgs with JT regarding the playground project. • Consideration given to disability access in existing equipment and new purchases. | <ul style="list-style-type: none"> • New playground equipment is accessible for all. | Term 6 | JT, SS, SE – Chair of PTFA |
| To ensure that adjustments that have been made to the door frames, steps and door handles in the school over previous years are maintained. | <ul style="list-style-type: none"> • Include the updating of yellow paint on key parts of school site as assessed over previous years by outside specialist is part of the caretakers maintenance plan. • Begin with Year R area as this was the area where first adaptations were made to support the visually impaired child or adult. | <ul style="list-style-type: none"> • Caretaker has included the annual upkeep of current adaptations to door frames, steps and handles in his maintenance programme. • Year R – 3 have these areas updated by the end of the year. | Term 6 | SL – Caretaker JT SS |



REVIEW SHORT TERM TARGETS – JULY 2018

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2016/17 |
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MEDIUM TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff Involved |
|---|--|---|-----------------------------|-----------------------|
| To conduct a sensory review of the school environment including classrooms and shared spaces. | <ul style="list-style-type: none"> Conduct a sensory audit using resources from ASD Champions course completed by SS in academic year 2017/18. Guidance provided for staff on how to have a sensory safe classroom to support them when preparing their classrooms in Term 6 2017/18. Introduction of a sensory resource box to each classroom in 2018/19 which will include weighted lap | <ul style="list-style-type: none"> During Term 6, SS will have spoken to staff about how to have a sensory safe environment in their classrooms and provided guidance on this. Staff will complete and submit sensory audits of their classrooms. SMT to complete a learning walk of the school using the sensory audit tools. Shared spaces in the school and classrooms adhere to guidance on sensory safe classrooms. Sensory boxes introduced to each classroom and used as necessary. | Term 6 2017/18 | SS and teaching staff |
| | | | Term 6 2017/18 | SS and teaching staff |
| | | | Term 6 2017/18 | SMT |
| | | | Term 1 2018/19 and ongoing. | SMT |
| | | | Term 1 2018/19 and ongoing. | SMT |



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| | <ul style="list-style-type: none"> mats, ear defenders, blu tac, tangle toys, Theraputty etc. (Cost consideration) | | | |
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REVIEW MEDIUM TERM TARGETS – JULY 2019

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2012/13 |
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LONG TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff Involved |
|--|---|--|----------------------------------|-------------------|
| To fit alarm activated door closers to all doors in the school corridors to enable disabled access alongside fire safety compliance. | <ul style="list-style-type: none"> Investigate cost of door closers and include in long term budget setting. Investigate if this is necessary for classroom doors as well in terms of health and safety, fire risk and disability access. ? Ask LIFT grp if there is a disabilities team that can conduct an audit of the environment for access | <ul style="list-style-type: none"> Cost of alarm activated door closers established and a plan for implementation in place Disability audit options investigated and potential in place to inform future planning for access to the school environment and future accessibility plans. | <p>2018 –2020</p> <p>2019/20</p> | SS, SK, JT and CW |



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| | etc. | | |
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REVIEW LONG TERM TARGETS – JULY 2020

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2016/17 |
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3) IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

SHORT TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff Involved |
|--|--|--|---|---|
| To endeavour to fundraise to purchase a standalone iPad for each year group to increase opportunities for disabled and SEN children through need specific apps, speech to text, notes etc.– priority yr. grps Yr. 5 and 2. | <ul style="list-style-type: none"> DES grp to organise fundraising event – ? Inclusivity day? Bring a donation to dress as you like or be who you want to be? Consider a community project and look into Co – op charity work in March 2018. | <ol style="list-style-type: none"> 1) Decide on fundraising event. 2) Des grp to delegate roles to organising the fundraising event including information for parents. 3) Investigate local community project opportunities such as supermarket charity fundraising from Waitrose or Co-op. | <p>Fundraising event to be organised for term 4 or 5</p> <p>IPad to be purchased as soon as monies are available after consultation with SD & MT.</p> | <p>DES Group</p> <p>SS to consult with SD and MT on iPad purchase once monies are raised.</p> |

REVIEW SHORT TERM TARGETS – JULY 2018

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2016/17 |
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MEDIUM TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff Involved |
|---|---|--|---|---|
| To endeavour to fundraise to purchase an additional standalone iPad for each class within the year group to increase opportunities for disabled and SEN children through need specific apps, speech to text, notes etc. | <ul style="list-style-type: none"> DES grp to organise fundraising event. Consider a community project again – Brakes, Co-op or Waitrose may be an option. | <ul style="list-style-type: none"> Decide on fundraising event. Des grp to delegate roles to organising the fundraising event including information for parents. Investigate local community project opportunities such as supermarket charity fundraising from Waitrose or Co-op. | <p>Fundraising event to be organised for term 2 or 3</p> <p>IPad to be purchased as soon as monies are available after consultation with SD & MT.</p> | <p>DES Group</p> <p>SS to consult with SD and MT on iPad purchase once monies are raised.</p> |
| To research and remain a step ahead of progress in technologies to support access of disabled pupils to the curriculum e.g. use of reading pens, communication aids or writing alternatives. | <ul style="list-style-type: none"> Use feedback from Educational Psychology and specialist teacher reports to guide on what technology might be useful for children with additional needs. Research options to borrow equipment before spending | <ul style="list-style-type: none"> Technology available to extend pupil access to their learning is regularly updated. Purchases of costly items are, where possible, trailed first by borrowing these items from local charities or even schools. Useful and effective research based technologies to support learning are in long term budgeting plans. | <p>Ongoing – SS to review and make note of suggested technology as reports are commissioned.</p> <p>Term 5/6 2019 – larger technological</p> | <p>SS/ DES grp/ SMT</p> <p>Specialist Teaching and Learning Service (STLS) & Educational Psychologist</p> |



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| | significant amounts of money on them e.g. through Find a Voice charity in Ashford. | | purchases are planned for within the SEN budget. | |
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REVIEW MEDIUM TERM TARGETS – JULY 2019

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2016/17 |
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LONG TERM

| TARGETS | STRATEGIES | SUCCESS CRITERIA | TIME FRAME | Staff involved |
|---|--|---|-------------------|-----------------------|
| To be able to purchase more technology and equipment after assessing 'what works' for our pupils. | <ul style="list-style-type: none"> • Monitor what is effective for our children to enable them to access their learning more effectively. • Generate a plan to enable this equipment, programme or technology to | <ul style="list-style-type: none"> • Ideal software or equipment that would be most beneficial to enable access for disabled pupils identified through discussion with staff. • Purchases planned for and budgeted. | Term 5/6 2020 | |

REVIEW LONG TERM TARGETS – JULY 2020

| TARGETS | SUCCESS CRITERIA MET? | NEXT STEPS/ NEW TARGETS FOR 2017/18 |
|----------------|------------------------------|--|
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MAKING IT HAPPEN – Management, coordination and implementation

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| <p>The Governing Body</p> | <p>The governing body will:</p> <ul style="list-style-type: none"> • Take responsibility for the accessibility plan. • Develop a mechanism for ensuring that the plan is being implemented and making a difference. • Report on the accessibility plan annually and how this may be shared with parents. • Will discuss and evaluate annual reviews of short, medium and long term targets that will be provided by the senior management team of the school as shown on the three key areas for development of the plan. • In conjunction with the management team of the school, consider and collate evidence to support the implementation of the plan. |
| <p>Making the plan available</p> | <ul style="list-style-type: none"> • School and governing body to ensure that the plan is available to parents and visitors. • Ensure the plan is free from jargon, acronyms and is easy to understand and follow. |
| <p>Co- ordination</p> | <ul style="list-style-type: none"> • Ensure that the accessibility plan becomes embedded in the School Improvement Plan (SIP) over the three year time scale. • Ensure that all staff are aware of the plan and their role in supporting and implementing it. • Ensure that all policies and plans make reference to the accessibility plan as appropriate and the Disability Discrimination Act as they are reviewed in the planned programme of review set by SMT and the governing body. Any modification to plans and policies will need to be made accordingly. |



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4) MAKING IT HAPPEN – Management, coordination and implementation Contd.

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| | <ul style="list-style-type: none"> • The accessibility plan links directly with the following policies: <ul style="list-style-type: none"> ➢ Behaviour ➢ Personal Care ➢ Equal opportunities ➢ SEND and information Report / Inclusion ➢ Positive Handling/ Moving and Handling policy ➢ Safer Recruitment |
| Resources | <ul style="list-style-type: none"> • Ensure that access to funding for all ‘reasonable adjustments’ are researched and a financial commitment is made to adjustments to the school grounds and or additional resources for school. |
| Implementation <i>As indicated on plan itself</i> | <ul style="list-style-type: none"> • Ensure time scales on the plan are adhered to as closely as possible. • Ensure that all staff are aware of their roles and responsibilities in meeting the plan. • Ensure success criteria are evaluated in the review and evaluation process. |



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