



Accessibility Plan

January 2022

Approved by the Governing Body Strategy Group 13/01/22

**This Policy is due for renewal in Term 3
2023–24**

ACCESSIBILITY PLAN

SECTION ONE – VISION, VALUES AND AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

Godinton Primary School aims to identify and remove barriers to disabled pupils in every aspect of school life treating all pupils fairly and with respect. This is achieved by providing access and opportunities for all pupils without discrimination of any kind. 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. 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.

We adopt an inclusive ethos throughout the school and a 'can do' approach to supporting all pupils; enabling them to have access to the same learning and provision as each other, but particularly those with disabilities and/ or SEN. We are committed to ensuring that our staff are trained in equality issues and have a good understanding of disability issues.

The school will access support where needed from outside agencies such as social services for disabilities, external audits when available, specialist teaching service and psychology service in order to ensure that all pupils are successfully included in all aspects of school life.

SECTION TWO – LEGISLATION

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act (2010) defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. 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, sight, hearing and long term health conditions such as asthma or epilepsy, 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.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Godinton Primary School recognises the overlap between the definition of disability the definition of Special Educational Needs in the Special Educational Needs and Disabilities Code of Practise: 0–25 years (2014). We understand that many children who have SEN may also be defined as having a disability under the definition from the Equality Act (2010).

This policy complies with our funding agreement and articles of association.

SECTION THREE – HOW DO WE SUPPORT PUPILS?

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 no internal exclusions.

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 30 iPads with a range of Apps available to support learning and access to the curriculum. There is one 'stand-alone' iPad currently available in each class for SEND provision. 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.

Disabled pupils in the school may have their needs identified and recorded through the use of an inclusion or medical health 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 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 four 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. Any barriers to learning and key points from the discussion are recorded by the 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.

SECTION FOUR – VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT PLAN

Due to the Covid -19 pandemic this plan has been reinstated through initial discussions with school leaders, Chair of Governors and the governor strategy group only. We will now be making reinstating our Disability Equality Action Group with new parent contributors a priority and each elements of the plan will be reviewed and amended accordingly with them. The accessibility plan will also be published on the schools website in the SEN and disabilities section with a parentmail being sent out to parents making them aware of where this can be found. Any feedback regarding the plan will be directed to Sarah Stein (assistant Head for Inclusion) and the Head teacher, Miss Jill Talbot. This will then be shared with the Chair of Governors, Mr Steve King and the Senior Management Team (SMT) for amendments.

SECTION FIVE – ACTION PLAN

This will be reviewed by the Disability Equality Action Group in Term 6 of each academic year and review comments can be viewed in the minutes of these meetings.

AIM: Increase access to the curriculum for pupils with a disability.

Current Good Practise:

- We offer a differentiated curriculum.
- We are able to provide physical equipment for those pupils who need this e.g. sloping boards or movin' sit cushions, adapted tables and seating etc.
- Individual health care, inclusion or personal care plans are in place for those pupils with specific needs and adaptations required to the curriculum.
- The school has good links with outside agencies and an experienced SENco who can identify where to locate support when needed, including accessing the local offer.
- School takes a personal approach to individual pupils needs e.g. talking with parents and pupils about what they need or what will help them to access the curriculum more easily.
- All pupils are able to access off site visit regardless of disability through problem solving with parents and pupils any potential barriers to this.
- Pupils with disabilities are included in all pupil progress tracking and pupil progress meetings.
- Easier access to technology for pupils through individual, standalone class iPad now being available as a result of the previous accessibility plan.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Short</p> <p>Investigate the best way to increase pupil access to speech to text technology, including discussions with ICT support and outside agencies.</p>	<ul style="list-style-type: none"> • SS to liaise with STLS, Educational Psychology and undertake research into speech to text technology – bought programmes and also options already available or free on the iPad. • Share with Towers ICT support any proposed software purchases if this is felt to be the best next step from next year’s budget and manage any difficulties with this with them. 	<p>SS</p>	<p>Term 5 2021/22</p>	<ul style="list-style-type: none"> • Clear plan in place for what speech to text technology we use in school. • Staff trained in how to use this effectively. • If necessary, new software bought, installed and understood by end of academic year.

<p>Increase the amount of touch typing intervention being delivered to pupils in year 2/3/4 upwards in preparation for Upper school and secondary school alternative forms of recording.</p>	<ul style="list-style-type: none"> • Conduct a review of Prov. maps in Term 6 2020/21 – how many pupils accessing touch-typing and which year groups. Compare to pupils accessing touch-typing in Term 6 2021/22 • BBC Dance mat (free) and Nessie’s fingers (Subscription) already used in school. SS to investigate ‘Typing Club’ as another programme recommended Dyslexia tutor in school. 	<p>SS</p>	<p>Term 3 2021/22</p> <p>Term 6 2021/22</p>	<ul style="list-style-type: none"> • Review provision maps in Term 6 2020/21 for number of touch-typing interventions in place for pupils. • Review provision maps in Term 6 2021/22 for number of touch typing interventions in place for pupils. • Greater understanding of ‘Typing Club’ as a touch- typing intervention among all staff • All staff aware of three interventions that could be used for touch-typing skills and how to use them.
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<p>Increase availability of high interest and low ability books for Middle and Upper school children – Barrington Stoke, Tracker books etc.</p>	<ul style="list-style-type: none"> Investigate a system of storing and booking out these books that doesn't single out pupils using them. Purchase new books and plan for purchases from 2022/23 SEND budget. 	<p>SS Consult with JT Term 3 2021/22</p>	<p>Term 5/6 once building work is completed.</p>	<ul style="list-style-type: none"> New books purchased. System established in corridors for pupils to select books without feeling singled out.
<p>Increase pupils with disabilities being represented visually within the school environment.</p>	<ul style="list-style-type: none"> Speak with staff about using images of disabled children and adults as part of displays in classrooms and in corridors as well as in worksheets/ Flip charts in the classroom where suitable to the topic. 	<p>SMT</p>	<p>Ongoing throughout academic year</p>	<ul style="list-style-type: none"> SMT able to see visuals of disabled adults and children among classroom and corridor displays and through book monitoring.
<p>Medium Implement increase use of speech to text technology through training for staff and ICT equipment availability.</p>	<ul style="list-style-type: none"> Staff training in Term 1 2022/23 to focus on use of speech to text technology. Staff to be given the opportunity to experiment with this technology in a staff meeting or TA training meeting. 	<p>SS/ SMT</p>	<p>Term 1 2022/23</p>	<ul style="list-style-type: none"> All staff trained and confident in the use of speech to text technology – staff feedback gathered.

<p>Increase number of standalone iPad in the classrooms that can be used for alternative forms of recording in Upper school.</p>	<ul style="list-style-type: none"> • Currently not budgeted for – can this be included in the budget for 2022/23? • Investigate how or if existing class sets of iPads could be used for this, other than booking out which can impact on whole class usage in other year groups or classes e.g. only 27 iPads for 30 children. 	<p>SS/JT/ CW</p>	<p>Term 6 2021/22</p> <p>Implement by Term 3 2022/23</p>	<ul style="list-style-type: none"> • Number of iPads per classroom increased in upper school by at least one iPad per classroom meaning 6 new iPads in total to be used across upper school if need be.
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<p>Long</p> <p>Review and implement a three year plan of training for Teaching Assistants and Teachers to ensure breadth of knowledge or experience among the staff.</p>	<ul style="list-style-type: none"> • SS to coordinate TA training on a termly basis that gives broad coverage for all staff. • Conduct a training audit to find out staff views on training needs and then action accordingly. • Termly Teacher staff meeting with and SEND focus – relate to training audit. 	<p>SS</p> <p>SS/ JT</p>	<p>Training audit completed Term 6 2021/22</p> <p>3 year training programme established for TAs by Term 6 2023/24</p>	<ul style="list-style-type: none"> • Training audit completed and used to inform training provided. Audit completed each year thereafter. • Termly staff meeting for SEN in place and related to training needs. • Three year training plan in place for all Godinton TAs
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➤ **AIM:** Improve and maintain access to the physical environment

Current Good Practise:

- Generally flat grounds with some sloping edges to the playground but these are not excessive for wheelchair use, no ramps needed to access classrooms.
- Corridor widths allow for access and have been streamlined to provide wider corridors without as many resources cluttering these.
- Disabled parking bays available.
- Disabled toilet access available.
- Individual needs of pupils and parents considered in consultation with them and any necessary adaptations put in place. Where possible this is done prior to the pupils or parent joining the school community.
- ICT suite keyboards are colour coded for ease of use and seats are height adjustable for pupils.
- Individual iPad per class for easy access to technology.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Short</p> <p>Investigate the role of accessibility audit tools to inform accessibility planning.</p>	<ul style="list-style-type: none"> Investigate buying a person/ team in to conduct an audit vs. school completing this as part of standard health and safety checks JT and SK to consider whether getting a professional perspective on accessibility would be useful and cost efficient. 	SK & JT	Term 6 2021/22	<ul style="list-style-type: none"> Decision made on how an accessibility audit would be achieved – internal assessment through standard health and safety checking or professional perspective that is paid for.
<p>Purchase of height adjustable tables and chairs so that provision can be easily made for those pupils that require this.</p>	<ul style="list-style-type: none"> SS to investigate sources of height adjustable tables and chairs SS to consider storage options with SL before purchasing a spare height adjustable chair. 	SS Consult SL	Term 3 2021/22	<ul style="list-style-type: none"> Height adjustable table purchased for pupils, spare available if storage available as well. Inclusive, height adjustable chair sourced and purchased

<p>Risk assess disabled access for Forest Schools work</p>	<ul style="list-style-type: none"> • SS to consult with NA on risk assessments specifically for disabled access to forest school curriculum. 	<p>SS/ NA</p>	<p>Term 6 2021/22</p>	<ul style="list-style-type: none"> • Risk assessment in place with solutions to overcome barriers for disabled access to forest schools in the wooded area.
<p>Medium Consider the recommendations from the accessibility audit tool with the governing body, Disability Equality Action group and staff. Plan for implementation of recommendations and adjust Accessibility plan as necessary.</p>	<ul style="list-style-type: none"> • Share accessibility audit with governor strategy group and SMT, then share with staff for feedback. • Identify priorities. • Generate an additional action plan or adjust accessibility plan. 	<p>SS, SMT, Governors, Staff, mini management team where relevant</p>	<p>Term 3 2022/23</p>	<ul style="list-style-type: none"> • Accessibility audit shared with all key stakeholders • Priorities identified in response to this. • Action plan in place

<p>Development of a dedicated Nurture/ Wellbeing/ Sensory Space</p>	<ul style="list-style-type: none"> • SS and SE to complete Nurture UK training course in 2021/22 • Space within school or built (e.g. log cabin) found, allocated or bought. • Design a space dedicated to wellbeing and Nurture to support pastoral work, 1:1 time, calm down time, sensory relaxation for pupils when needed and a sense of safety 	<p>SS. JMcB, SE, SMT</p>	<p>Term 6 2022/23</p>	<ul style="list-style-type: none"> • Nurture Accreditation achieved • Wellbeing/ Nurture space found within the school or established. • Nurture space in use regularly and offering a sense of safety, calm down and support to pupils wellbeing and pastoral needs.
<p>Long Investigate adaptations to the disabled toilet to make it a more effective use of space/ care suite. –</p>	<ul style="list-style-type: none"> • Consider if we need the shower in this room. Could we use the space more effectively as a care suite with a height adjustable changing table put into this if the shower was removed? • Revisit OT advice on how best to use this space – consult without outside agencies. 	<p>SMT</p>	<p>Term 4 2023/24</p>	<ul style="list-style-type: none"> • Decision made regarding adaptations to the disabled toilet space e.g. shower removed and height adjustable changing table installed. • SS to have consulted with OT for specific advice about the space.

AIM: Improve the delivery of information to pupils with a disability.

Current Good Practise:

- Consistent use of Widget symbols throughout the school for visual timetables.
- Consistent font used for worksheets for pupils and documentation for parents – Dyslexie
- Coloured books for written work and maths available for pupils with Irlen's syndrome, this also includes coloured overlays and coloured reading rulers.
- Additional time for tests applied for and used as best practise throughout Upper school.
- Sensory boxes available in each classroom to support pupils managing sensory needs, these include ear defenders, weighted lap mats, chewellery etc.
- Standalone iPad available for alternative forms of recording with Clicker docs on them as well as an iPad. Speech to text capabilities through notes etc. Staff in Upper school in particular are proactive to use these in this way.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Short Improve our internal signage in school post completion of roof repairs.</p> <p>Continue to be open to and adapt our means of delivering information to pupils as the needs of pupils change.</p>	<ul style="list-style-type: none"> • Meet with JT to agree consistent style and policy on signage taking into consideration needs of pupils and adults e.g. uncluttered to support sensory and ASC needs, Dyslexie font to support Dyslexic members of the community, large size to support visually impaired, widget pictorial representation to support signage as well. • Agree what needs to be labelled around the school environment. • Discuss with new parents and pupils any specific needs for pupils with disabilities 	<p>SS – JT</p> <p>SS & Class teachers</p>	<p>Term 4 2021/22</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Signage in place where needed using a consistent style with consistent pictorial support to label where possible. • Correct provision in place to support individual needs e.g. coloured paged books, adaptive seating, amplification microphone being used etc.

<p>Medium</p> <p>Create a school package of social stories for key events in school e.g. fire drills, transition stories, going to assembly, eating lunch in the hall, using the field for playtime etc.</p>	<ul style="list-style-type: none"> • Speak with all staff and children re general school procedures that their children would like or would have liked to have explained to them more clearly through a social story. • Complete a social story template for a fire drill that can be adapted to personalise this to a pupil that needs it. • Extend this to other key procedures in school e.g. going to assembly and what you do in assembly. 	<p>SS, AA, Other staff members who would like to be involved, children who would like to be involved.</p>	<p>Term 2 2022/23</p> <p>Term 4 2022/23</p> <p>Term 6/1 2022/23/24</p>	<ul style="list-style-type: none"> • List of useful procedures created. • Social story for the fire drill generated that can be personalised by staff with specific pupils. • Bank of other social stories for agreed procedures available online to be personalised with pupils.
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<p>Long</p> <p>Technological support – Can we develop out ICT support to improve our delivery of the curriculum to disabled pupils? What else could we be doing?</p>	<ul style="list-style-type: none"> • Speak with Towers ICT Support to gather their feedback on what technology is available to increase disabled access to the curriculum. • Discuss as an SMT what is relevant to our school currently and potentially for future children. • Use this to inform the next accessibility plan and decide on any key priorities or the year. 	<p>SMT, SK</p>	<p>Term 4 2023/24</p>	<ul style="list-style-type: none"> • SMT and governing body aware of technological support available for disabled pupils. • Agreed priorities for us as a school in relation to this. • Agreed priorities to future proof provision that is available.
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SECTION FIVE – MAKING IT HAPPEN – Management, coordination and implementation

The Governing Body	<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 through the minutes of the newly established Disability Equality Action Group. • In conjunction with the management team of the school, consider and collate evidence to support the implementation of the plan.
Making the plan available	<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.
Co- ordination	<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 Equality Act 2010 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.

	<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.