



Accessibility Plan

September 2024 – 2027

This Plan is due for review in Term 1
2025/26 and renewal in Term 6 2026/27

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.
- A nurturing environment in which children can thrive.

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 2 – 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 which is higher than national averages for attendance and low persistent absenteeism. Fixed Term exclusions are only applied when all other measures have been exhausted and are very low in number.

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, specialist teachers for hearing, visually impaired or physical needs 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; 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 three 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 are discussed with class teachers at pupil progress meetings three times per year. These meetings are attended by the Senco Assistant, Head teacher and Assistant Head teachers. from the discussion are recorded by the Senco assistant who attends all meetings with the Head teacher or Assistant Heads. 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 and a whole school Nurture approach. This support could include regular meetings with family members, early help intervention, bereavement support, 1:1 Nurture mentor support, Small group nurture support and interventions regarding anxiety, self – esteem or support to work as part of a group. All children and staff work towards the Godinton Star 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. Our Guiding Stars are also weaved into our curriculum and supports positive learning behaviours and values.

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 THE WIDER SCHOOL COMMUNITY

The plan is shared with staff and governors. The accessibility plan is 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 for amendments. Every terms our SEND Coffee Morning provides an opportunity to meet with the Senco to discuss SEND issues and accessibility which then feeds into the plan.

Key to acronyms: SMT = Senior Management Team

SECTION FIVE – ACTION PLAN

This will be reviewed in Term 6 of each academic year and review comments can be viewed in a spate review document held with the Assistant Head – Inclusion.

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

Current Good Practise:

- We offer an adapted curriculum and bespoke timetabling for both academic and social, emotional and mental health needs.
- 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, foot rests, ear defenders, toilet frames for access etc.
- Individual health care, inclusion or personal care plans are in place for those pupils with specific needs and adaptations required to the curriculum e.g. provision for children with diabetes, PKU, Pacemakers etc.
- 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 visits regardless of disability through problem solving with parents and pupils overcoming any potential barriers to this e.g. provisional visits to new sites or places, providing a social storty for pupils to prepare themselves for a trip, risk assessments.
- Pupils with disabilities are included in all pupil progress tracking and pupil progress meetings.
- Easier access to technology for pupils e.g. an SEND Ipad in each classroom, Speech to text access, ICT programmes such as Widgit symbols, audio access etc.

- Social Stories are prepared to help children access school trips or transitions for example.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Short</p> <p>Curriculum Training:</p> <ul style="list-style-type: none"> • Teaching Assistants as part of the TA training programme available in school. This will focus on Maths Mastery, Are you curriculum ready? (GPS, Writing) and Forest School. • Class teachers as part of their staff meeting and twilight structure on adapting the curriculum to meet the needs of individual pupils and pupils on the cusp of expected attainment. 	<ul style="list-style-type: none"> • SS to liaise with school curriculum leaders to enable training in their subject to be delivered. • JT plan in to staff meeting schedule time for subject leaders to focus on adapting their subject with staff to support individual pupil needs and children on the cusp of expected attainment. • Staff to use their curriculum time or be allocated time from their team leaders to support preparation for these training meetings. 	<p>SS JT</p>	<p>Term 6 2024/25</p>	<ul style="list-style-type: none"> • TA and CT training sessions delivered as planned. • Feedback form staff reflects an increase in knowledge around adapting the curriculum and how to support individual learners effectively.

<p>Acorns alternative provision – consider how to adapt the use of this to the needs of our current children in EYFS, Year 1 and 2.</p>	<ul style="list-style-type: none"> Assess how to balance the needs of one individual in year 2 with the needs of a small number of children in EYFS and year 1 – how can we utilise the space to enable all pupils who need it effective access to it? What is the best use of adults for the space – e.g. adults from year groups support children from their year groups in the space or we have an Acorns adult available to support and use their skills with children from other year groups. 	<p>SS JT</p>	<p>Term 6 2024/25</p>	<ul style="list-style-type: none"> Provision planning adapted and pupils are gaining positive use of the space. Decision made in regard to how to staff the Acorns.
<p>Medium Developing the subject leader role in adapting the curriculum for pupils with SEND</p>	<ul style="list-style-type: none"> Increase the expectation that subject leaders will have individual knowledge of how to adapt their subjects to meet the needs of SEND pupils. 	<p>SS/ SMT</p>	<p>Term 6 2025/26</p>	<ul style="list-style-type: none"> Subject leaders will have a section of their subject leader file dedicated to resources and methods to adapt their curriculum subject to meet the

				<p>needs of SEND pupils.</p> <ul style="list-style-type: none"> • Subject leaders will look for and comment on adapted learning for SEND pupils when they look at books , planning or conduct a learning walk for their subject. • Subject leaders can confidently talk about how their subject is adapted within the school to meet the needs of pupils with SEND
<p>Long Review ICT resourcing for SEND in the school to ensure that we are keeping up to date with developments in this area.</p>	<ul style="list-style-type: none"> • SS to keep up to date with developments in ICT support for pupils or adults with SEND needs e.g. software, alternative forms of recording etc. 	<p>SS</p>	<p>Any developments discussed with SMT and Governors by</p>	<ul style="list-style-type: none"> • ICt provision in school for SEND learner will reflect current practise and developments at the time.

	<ul style="list-style-type: none"> • Consult with Towers ICT support in regard to implementation of any updates or changes to our approach. 		Term 6 2026/27	
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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.
- School wheelchair is available to enable all pupils to access school trips and visits.
- Sloping ramp into the after school club mobile for access.
- Class based adaptations for tables and chairs such as table risers, foot stools/steps, back supports etc.
- Toilet frames in place for pupils who need this.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Short Continue to 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. 	SS/ NA	Term 6 2024/25	<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>Opal Play: To consider how to ensure that all children have equal access to all opal activities.</p>	<ul style="list-style-type: none"> Consider access for all pupils during this planning and preparation phase. This can be considered in a measured way for each area or activity as they are introduced 	Opal Play team SMT	Term 6 2024/25 Term 6 2025/2026	<ul style="list-style-type: none"> All pupils can access all zones on the outside space during playtimes.
<p>Medium Opal Play – Monitor and enable all equipment to be accessible to all children as zones develop over time.</p>	<ul style="list-style-type: none"> Continue to consider access for all as zones in opal play develop. This will include the wheeled areas, 	Opal Play team SMT	Term 6 2026/27	<ul style="list-style-type: none"> No pupils is prevented from accessing any area of Opal Play

	digging, any areas with height etc.			because of a disability
Sensory Space in outside area of school – links to Opal Play or this is brought inside if space available.	<ul style="list-style-type: none"> Consider how to develop a sensory zone in the outside space for Opal Play development. Can this be replicated inside? 	Opal Play Team SS	Term 6 2025/26	<ul style="list-style-type: none"> Pupils have access to heightened sensory play through the conscious creation of a space to nurture sensory needs.
Long Investigate adaptations to the disabled toilet to make it a more effective use of space/ care suite.	<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. 	SMT	Term 6 2026/27	<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.
Consider and include disabled access to the carpark when this is resurfaced – this is likely to	Refer to the estate management plan for guidance on this.	SMT and site manager	Term 6 2026/27	<ul style="list-style-type: none"> Disabled access maintained and enhanced after

include designated disabled spaces, uneven ground/ cobble stones at the edge of the zebra crossing to indicate a road crossing for the visually impaired for example.	When working with services, consult on what disabled access is needed and how this can be achieved cost effectively.			resurfacing.
AIM: Improve the delivery of information to pupils with a disability.				
<p>Current Good Practise:</p> <ul style="list-style-type: none"> • 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. • Interactive White Board is in every classroom and key, larger intervention spaces. 				
Objectives	Actions to be taken	Person	Date to	Success Criteria

		responsible	complete actions by	
<p>Short Review and update class based Sensory boxes</p>	<ul style="list-style-type: none"> Do these need to be updated with resources, do all classes still have these? Do we need to update the contents based on new resources being available? 	AA & SS	Term 3 2024/25	All class based sensory boxes updated and in place.
<p>Improve our internal signage in school post completion of roof repairs.</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. 	SS – JT	Term 6 2024/25	<ul style="list-style-type: none"> Signage in place where needed using a consistent style with consistent pictorial support to label where possible.

<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"> • Discuss with new parents and pupils any specific needs for pupils with disabilities 	<p>SS & Class teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Correct provision in pace to support individual needs e.g. coloured paged books, adaptive seating, amplification microphone being used etc.
<p>Medium Create a school bank 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. Consider allocated one area to each year group to 	<p>SS, AA, Teaching Assistants</p>	<p>Term 6 2025/26</p>	<ul style="list-style-type: none"> • List of useful procedures created. • Social story for key transitions and events in school generated that can be personalised by staff with specific pupils.

	<p>complete e.g year 3 completes the fire drill social story, year 4 using the field etc.</p> <ul style="list-style-type: none"> • Extend this to other key procedures in school e.g. going to assembly and what you do in assembly. • Consult with Teaching Assistants to find out if anyone needs any refresher training in creating a social story (training delivered as part of the TA training package during 2023/24) 			
<p>Long 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. 	<p>SMT, Towers ICT support</p>	<p>Term 6 2026/27</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

	<ul style="list-style-type: none"> • Use this to inform the next accessibility plan and decide on any key priorities or the year. 			that is available.
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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.

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

	<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.

