ACCESSIBILITY PLAN

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Godley Community Primary School

Accessibility Plan 2026-2029

Date Approved

Autumn 2026

Review Date

Autumn 2029

Responsible Person

Headteacher and SENDCo

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1. Vision and Values

At Godley Community Primary School, we are committed to providing an inclusive environment where all pupils, staff, parents and visitors are valued and supported. We believe that every child has the right to access a broad, balanced and ambitious curriculum and to participate fully in all aspects of school life.

In accordance with the Equality Act 2010, we aim to remove barriers to learning and participation for disabled pupils and to make reasonable adjustments to ensure equality of opportunity.

This plan supports the school's Equality Objectives, SEND Information Report, SEND Policy and Health and Safety policies.

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2. Aims of the Accessibility Plan

The school will continue to:

1. Increase access to the curriculum for pupils with disabilities and additional needs.
2. Improve and maintain access to the physical environment.
3. Improve the delivery of information to pupils, parents, carers and visitors with disabilities.

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3. Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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4. Contextual Information

Godley Community Primary School is an inclusive mainstream primary school committed to meeting the needs of all learners. The school supports children with a range of special educational needs and disabilities, including:

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional and mental health needs
- Sensory and physical needs
- Medical needs requiring reasonable adjustments

The school works collaboratively with parents, the local authority and external agencies to ensure appropriate support is provided for pupils with identified needs.

Accessibility considerations are incorporated into school improvement planning, premises development and curriculum design. The school recognises that accessibility is an ongoing process and will continue to review provision in response to the changing needs of pupils, staff and visitors.

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5. Current Good Practice

The school already:

- Provides a broad and balanced curriculum which is adapted to meet the needs of individual learners.
- Uses a graduated approach to SEND support.
- Seeks advice from specialist teachers, educational psychologists, health professionals and other agencies when required.
- Makes reasonable adjustments for disabled pupils.
- Provides staff training to support inclusive practice.

- Ensures educational visits and enrichment opportunities are accessible wherever possible.
- Consults with parents and pupils regarding support arrangements.
- Provides information in alternative formats where required.

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6. Accessibility Action Plan 2026-2029

Priority 1: Increase Access to the Curriculum

Objective	Action	Timescale	Responsibility	Success Criteria
Improve access to learning for pupils with SEND and disabilities	Ensure adaptive teaching and reasonable adjustments are embedded across all classes	Ongoing	Headteacher, SENDCo, Subject Leaders	Pupils make progress from their individual starting points
Develop staff expertise	Deliver regular CPD on inclusive practice, neurodiversity, SEMH and adaptive teaching	Annual	Headteacher, SENDCo	Staff report increased confidence and training records maintained
Improve access to educational visits and enrichment	Carry out accessibility risk assessments and make reasonable adjustments where necessary	Ongoing	Visit Leaders, SENDCo	All pupils can participate wherever possible
Improve use of assistive technology	Review and implement appropriate technology to support access to reading, writing and communication	Annual review	SENDCo	Pupils use technology effectively to support learning

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Priority 2: Improve the Physical Environment

Objective	Action	Timescale	Responsibility	Success Criteria
Maintain accessible routes around school	Annual review of access routes, entrances and playgrounds	Annual	Site Manager	Routes remain accessible and safe
Improve accessibility of facilities	Consider accessibility requirements when refurbishing or developing areas of the school	Ongoing	Headteacher, Site Manager	Accessibility improvements incorporated into projects
Reduce physical hazards	Monitor and address trip hazards, uneven surfaces and environmental barriers	Ongoing	Site Manager	Hazards reduced and risk assessments updated
Ensure appropriate parking and visitor access	Review disabled parking and visitor access arrangements	Annual	Headteacher, Site Manager	Visitors can access the site safely and independently where possible

Priority 3: Improve Access to Information

Objective	Action	Timescale	Responsibility	Success Criteria
Improve communication with families	Provide information in accessible formats upon request	Ongoing	Office Staff, SENDCo	Families can access information in a suitable format
Improve digital accessibility	Ensure website content meets current accessibility requirements	Annual review	Website Lead	Website remains compliant and accessible
Support pupils with communication needs	Use visual supports, symbols, adapted resources and assistive technology where appropriate	Ongoing	Teachers and SENDCo	Pupils access learning and communication successfully
Improve awareness of translation and interpretation services	Maintain access to support for families where English is an additional language	Ongoing	Office Team	Families can engage fully with school communications

7. Monitoring and Review

The Accessibility Plan will be monitored annually by the Headteacher, SENDCo and Governing Body.

Progress towards actions will be evaluated through:

- Learning walks and monitoring activities
- Pupil progress data
- Feedback from pupils and parents
- Site inspections and risk assessments
- Governor monitoring

The plan will be formally reviewed every three years, or sooner if significant changes occur within the school environment or pupil population.