

# Accessibility Plan

Godley Community Primary Academy



Last reviewed on: September 2022

Review Cycle: Annually

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## 1. Vision Statement

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

Godley Community Primary Academy are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We have great ambitions for all its pupils, including those with a disability and aims to ensure that they can participate in every aspect of academy life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

The Godley Community Primary Academy Accessibility Plan has been developed and drawn up based upon consultations with the Multi Academy Trust, pupils, parents, and staff of the school. The document will be used to advise other school planning documents and policies and will be reviewed annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

The Godley Community Primary Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Godley Community Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support, and awareness within the school.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## **2. Aims and Objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities.

Our objectives are detailed in the Action Plan below.

## **3. Contextual information**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, epilepsy, various allergies, hypermobility, diabetes, visual impairment, haemophilia, and ADHD. When children enter school with specific disabilities, the school contacts the health professionals for assessments, support and guidance for the school and parents and where necessary risk assessments and Health Care plans are put into place.

We have some children who have asthma, and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Where appropriate staff are trained in meeting the medical needs of children in school such as how to use an Epi-pen for those children in school with nut allergies.

We have a few children who receive daily medication for various medical reasons. These children are witnessed taking their medication by two members of staff and it is recorded according to agreed plan to state when the child has taken the medication and that it was the correct stated dose.

All medication is kept in a central safe and secure place (main school office/staffroom fridge) which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in a central location for full information, it is kept in class shared files on the school network. We have competent First Aiders who hold current First Aid certificates.

## **4. Current Good Practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

## **5. Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

## **6. Curriculum & Activities**

The school already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated to maximise student access and to encourage wider participation. The school will continue to seek and follow the advice of Multi Academy Trust, Local Authority, specialist teacher advisers and of appropriate health/education professionals.

## **7. Information**

The school will make itself aware of local services, including those provided through the LA (Local Authority), for providing information in alternative formats when required or requested.

## **8. Management, Coordination and Implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced.

## 9. Action Plan

Targets	Strategies	Success Criteria	Time scale	Responsibility
<b>Equality and Inclusion</b>				
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Ongoing	SMT
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	SMT
Recruitment – all positions advertised are open to males and females, applications from disabled people are welcome.	Applications are judged strictly on merits. Points are given to each candidate based on how their application meets the relevant school criteria.	To ensure all applications are considered purely on merit.	As and when vacancies arise	AIC/Principal
<b>Physical Environment</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds by MAT (Multi Academy Trust).	Modifications will be made to the school building to improve access where possible.	Ongoing	SMT/MAT
Entry/Exit: Ensure all disabled or impaired people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all disabled pupils.	All students and staff working with them are safe.	Ongoing	SMT/MAT
Disabled access toilets.	Disabled toilet access on all levels in school.	Access in place. Dignity and discretion for users.	Ongoing	SMT/MAT

			- Mobile classroom/EY/KS1 in place KS2 (Key Stage 2) pending	
<b>Curriculum</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEN (Special Educational Needs)	SENCo (Special Educational Needs Coordinators) to review the needs of children and provide training for staff as needed	Staff can enable all children to access the curriculum.	Ongoing	SMT
To ensure that all children can access all out of school activities. e.g., clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	SMT
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g., special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills. Reviewed termly by SENCo.	Reviewed termly	SENCo/teachers
To meet the needs of individuals during statutory assessments.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	SMT
<b>Written Information/Communication</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats, as necessary.	Written information will be provided in alternative formats, as necessary.	Ongoing	SMT

To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone/TEAMS or send home written information.	Parents are informed of children's progress.	Termly	Class teachers
To improve awareness of alternative formats for sharing information.	Using a variety of formats for communication, including text, email, Dojo. Ensure all parents/carers are aware that the academy can provide.	All parents/carers become aware of alternatives available and how these can be accessed.	Ongoing	All staff
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs.	All students access fully the curriculum provided Structured conversations as appropriate with parents/carers.	As required in response to student need	All staff