



ACCESSIBILITY PLAN

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Godley Community Primary Academy Accessibility Plan 2023-26

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1.0 Vision Statement

- 1.1 The Equality Act 2010 replaced previous anti-discrimination laws with a single act, including the Disability Discrimination Act. According to the Equality Act 2010, a person has a disability if:

They have a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be approved by the Governing Body and reviewed every three years. At Godley Community Primary Academy the Plan will be evaluated by the SENCo and monitored by the Business Manager.

- 1.2 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.

The Godley Community Primary Academy Accessibility Plan has been developed and drawn up based upon consultations with the Multi Agency Trust (MAT), pupils, parents and staff of the school. The document will be used to advise other school planning documents and policies and will be reported upon 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.

- 1.3 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 with regard to 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.

2.0 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.

3.0 Contextual information

There are currently 36 (17%) pupils on the SEN register. Please see breakdown below. Primary need (PN), Secondary need (SN)

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Cognition & Learning	2	1	1	0	2	3	2	5	14
Communication & Interaction	0	6	1	2	1	0	3	2	15
Sensory and/or Physical Needs	0	0	0	0	1	0	1	0	2
Social, Emotional and Mental Health	0	0	0	2	2	2	0	0	6
Total	2	7	2	4	6	5	6	7	4
	(of total 0 = EHC plans)	(of total 3 = EHC plans)	(of total 0 = EHC plans)	(of total 0 = EHC plans)	(of total 0 = EHC plans)	(of total 0 = EHC plans)	(of total 1 = EHC plans)	(of total 0 = EHC plans)	4 EHC plans / St'ments

4.0 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.

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.

Curriculum & Activities

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals.

Information

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

5.0 Management, Coordination and Implementation

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

6.0 Action Plan

Possible Accessibility issue	Current provision	Action/ objective	Time scale	Person (s) involved	Monitoring
Achievement of pupils	<p>All pupils receive support to meet their needs regardless of gender, race, and disability.</p> <p>All pupils attend educational visits.</p>	<p>Continue to use assessment for learning daily and provide additional support / intervention.</p> <p>Ensure reasonable adjustments are made as and when necessary to include pupils with disabilities.</p>	Reviewed every term	SENCO	Principal/SENCO and teachers meet to monitor progress and impact of support every term.
Sports	All pupils are given equal opportunity to participate in sports. We promote inclusion.	Continue to offer sports to all pupils.	Ongoing	Teachers and TA	List of pupil participation.
Staffing	Recruitment – all positions advertised are open to males and females, applications from disabled people are welcome. Applications are judged	To ensure all applications are considered purely on merit.	As and when vacancies arise	Governors/Principal	Governors/Principal

	<p>strictly on merits. Points are given to each candidate based on how their application meets the relevant school criteria.</p>				
Use of supply teachers	<p>We contact supply agencies who supply teachers both male and female depending on availability. Any preferred choice is based on relationship with pupils, ability to follow school discipline code and teaching ability</p>	<p>To ensure appropriate supply cover obtained to promote continuity and progression in children's learning.</p>	Ongoing	Principal / teachers	Principal/SENCO
Outside agencies	<p>Nurses / Educational psychologists / support workers etc. male and female support staff are welcome in our school.</p>	<p>To ensure all pupils have access to appropriate support.</p>	As and when required	Principal/ SENCO/ teachers	Principal/ SENCO meetings to monitor progress and impact of support.

Buildings	<p>Ramp entrances to main entrance, reception class, rear entrance, and classrooms. Good ramp access around the whole building and through all playgrounds.</p> <p>Handrails situated on ramp up to Reception class and to the playground from the hall exit.</p>	<p>A DDA assessment needs to be carried out, but areas currently identified are:</p> <p>No low reception desk for people in wheelchairs, office staff would need to meet and greet at main door.</p> <p>Disabled parking space to be allocated.</p> <p>Trip hazards identified in school and begin a painting rolling programme.</p>	Ongoing	SENCO, Site Manager	SENCO, Business Manager and Principal.
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