



**Goring Church of England  
(Aided) Primary School**

**Faith, Love and Learning**

# **ACCESSIBILITY PLAN**

## **2024 - 27**

# Accessibility plan

## Section 1: Vision statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. We understand that a person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The Department for Education summarises the duty as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits and the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education

- **Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame**

**5. The Action Plan for physical accessibility relates to the school's Basic Access Audit, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.**

**7. The Accessibility Plan will be published on the school's website.**

**8. The School's complaints procedure covers the Accessibility Plan.**

**9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).**

**10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.**

**11. The Plan will be monitored by Ofsted as part of their inspection cycle.**

**12. We are committed to maintaining an on-going awareness in the matter of disability and equality and to delivering training for staff and governors in order to promote positive attitudes.**

## **Section 2: Aims and objectives**

### **Key Objective**

**To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.**

**Our aims are to:**

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

**The table below sets out how the school will achieve these aims.**

## INCREASING ACCESS TO THE CURRICULUM

| Priority  | Responsibility  | Strategy / Action   | Resources   | Time               | Success Criteria   |
|---|---|---|---|--------------------|--|
| <p>Ongoing staff training to help understand children's needs and remove any potential barriers</p> <ul style="list-style-type: none"> <li>- Dyslexia</li> <li>- Visual impairments</li> <li>- Adverse Childhood Experiences</li> <li>- Makaton</li> <li>- ELSA</li> <li>- Theraplay</li> <li>- Attachment</li> </ul> | <p>SLT, Inclusion Team, outside agencies if necessary</p> | <p>Conduct skills audit of staff</p> <p>Explore locality and countywide opportunities for staff training</p> <p>Timetable termly training sessions for all support staff</p> <p>Review the needs of children with specific issues, identify the barriers to learning</p> <p>Track the progress of key children through collection of data, work scrutiny, ILP / EHCP targets</p> <p>Training for relevant support staff on use of Makaton</p> <p>Key staff members to attend online training from Virtual Schools</p> | <p>WSCC Ordinarily Available Inclusive Practice</p> | <p>Half termly</p> | <p>Staff will have a detailed understanding of children's issues and how they can be supported in school to make progress academically, socially and emotionally</p> <p>Needs will be identified and actions to address these will have been determined</p> <p>Appropriate training will be planned and given to address CPD that will have an impact on pupil outcomes. The impact of the actions on pupil outcomes will be known</p> |

|   |           |  |     |         |   |
|---|-----------|--|-----|---------|---|
|   |           | Advice sought from outside agencies when necessary   |     |         |   |
| Further training for staff in the identification of and teaching children with mental health difficulties | All staff | Staff meeting allocation including support staff training time.<br><br>Inclusion Leader to undertake Senior Mental Health Lead training<br><br>School to continue to be part of WOWSI steering group | TBC | Ongoing | Staff to be aware of criteria for and identification of children who have anxiety or mental health difficulties |

### IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

| Priority   | Responsibility   | Strategy / Action  | Resources | Time | Success Criteria  |
|--|--|--|-----------|------|---|
| The school environment including classroom furniture, resources and equipment meet the needs of all pupils. Adaptations are implemented as soon as the need is identified. | Class teachers, Inclusion Team and Gvs to agree any building adjustments or significant spending needed. | Specific needs are identified quickly through meetings with parents and specialist advisors.<br><br>For children with EHCPs who may need additional resources linked to their outcomes, a request for further funding will be made to SENAT. |           |      | Adjustments will be made as quickly as possible to enable all children to fully access the curriculum and to support good progress with their learning. |

## IMPROVE THE DELIVERY OF WRITTEN INFORMATION

| Priority  | Responsibility                      | Strategy / Action   | Resources   | Time   | Success Criteria   |
|---|-------------------------------------|---|---|--|--|
| <p>To ensure that all the schools published material is available in a format that can be accessed by all children (as relevant) staff, parents and governors</p> | <p>Office staff, Inclusion team</p> | <p>Offer materials in a different format where the need is identified – e.g. use of a yellow visual reader and yellow paper for children with dyslexia. Larger size print for those with visual impairment. Translation of key documents for non-English speakers. Make sure the school is compliant with the requirements for the website.</p> | <p>Time for individual meetings at start of year</p> <p>Information on 'The Inclusion Zone' on school website</p> | <p>At the start of each academic year and as need arises</p> | <p>Key information will be available to enable all users to access information</p> |

Approved by: Headteacher and Governors

Date: Autumn 2024

Next review date: Autumn 2025