



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

Faith, Love and Learning

ACCESSIBILITY PLAN

2021 - 24

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>Pupils with SEND receive full access to a broad and balanced curriculum</p>	<p>All staff</p>	<p>INSET for staff (Jan 23) on adapting and personalising the curriculum for pupils with additional needs</p> <p>Inclusion team to observe classrooms, collect pupil voice, conduct book scrutinies and support staff in adapting the curriculum</p> <p>Ensure that children have access to appropriate resources to support them in school</p> <p>Inclusion Team to meet with Subject Leaders to explore how each curriculum area will be adapted for all learners with SEND</p> <p>Staff concerns regarding children's</p>	<p>INSET</p> <p>Supply cover for subject leadership time</p> <p>Referrals to relevant outside agencies</p> <p>Evolve</p> <p>Specific ILPs/ EHCPs/ medical plans</p>	<p>Ongoing</p>	<p>All children able to access curriculum, additional training for teachers enabled pupils with SEND to access whole curriculum/ extra-curricular activities, off site visits etc</p> <p>Evolve evidence identified potential barriers/ risk assessment in place and review shows successful outcome</p>

		<p>academic progress, sensory and physical needs, social, emotional and mental health needs and communication needs to be responded to and acted upon in a timely manner</p> <p>Teaching and support staff to attend termly surgeries to discuss concerns</p> <p>Continue to commission partnerships where necessary e.g. Speech and Language, SEN provision, MH Teams and implement suggested strategies</p> <p>Pupil and parent voice to be collected and evaluated termly</p>			
<p>To review and improve attainment of all SEN pupils meetings/pupil progress</p>	<p>Inclusion team, assessment lead and teaching staff</p>	<p>Scrutiny of assessment system</p> <p>Staff audit of SEND and any training issues identified</p> <p>Assessment of child's needs to be undertaken in a timely manner and advice</p>	<p>Supply cover for teaching staff</p> <p>Training courses fees</p> <p>Relevant resources, including assessments, screeners etc</p>	<p>Termly</p>	<p>Pupils will have made progress towards class targets, ILP targets and annual review targets</p> <p>Provision mapping shows identified need, intervention or strategy and progress made</p>

		<p>provided which is then regularly reviewed</p> <p>Regular communication with parents</p> <p>New ILPs to be rolled out to whole school and support provided to staff in writing and reviewing them</p>			Data shows at least expected progress for children with SEND
<p>To ensure the appropriate resources are consistently in place and being used throughout the school</p>	<p>Inclusion team, teaching and support staff</p>	<p>Visual timetables are clearly indicated in all classrooms and 'Now / Next' cards for those who may require them</p> <p>Staff will be aware of individual's sensory needs e.g. smartboards will not be set on white backgrounds and sensory breaks will be in place for relevant children and staff</p> <p>Ongoing audit of resources</p> <p>Ensure resources are available for use throughout the school and are available when needed by individuals</p>	<p>Sloping boards, large print texts, wobble cushions, etc</p> <p>IT devices (iPads/laptops) available for children with motor and / or specific learning difficulties</p> <p>Coloured filters for reading</p> <p>Large font in texts</p> <p>Coloured worksheets</p> <p>Resources suggested by outside agencies</p>	<p>As needed</p>	<p>Children's learning, social and emotional well-being is supported effectively by appropriate resources, which can be easily and independently accessed by all pupils.</p>

		<p>Monitor learning environments through learning walks for use of resources – ipads/laptops, sloping boards, etc</p> <p>Training in specialist equipment for relevant staff and pupils once highlighted as needed</p> <p>IT hardware or software installed as necessary and available as needed</p>			
<p>Ensure access for all SEND children at after school clubs / wrap around care with reasonable adjustments made to enable participation</p>	<p>SLT, Inclusion Team and outside providers, including wrap around care</p>	<p>Audit SEND children use of clubs and extended services</p> <p>Risk assessments put in place and reviewed as needed</p> <p>Review all our out of school provision to ensure activities are conducted in an inclusive environment with providers that comply with all current legislative requirements</p>	<p>Risk assessments for specific individuals</p>	<p>Half termly</p>	<p>Increased access of SEND children at after school clubs and extended successfully and happily with the correct support if required</p> <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.</p>

<p>Ongoing staff training to help understand children's needs and remove any potential barriers</p> <ul style="list-style-type: none"> - Dyslexia - Visual impairments - Adverse Childhood Experiences - Makaton - ELSA - Theraplay - Attachment 	<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>WSCC Ordinarily Available Inclusive Practice</p> <p>Training for support staff on use of Makaton</p> <p>Key staff members to attend online training from Virtual Schools</p> <p>Advice sought from outside agencies</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>
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IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Priority	Responsibility	Strategy / Action	Resources	Time	Success Criteria
<p>Classrooms and surrounding are optimally organised to promote the participation and well-being of all pupils</p>	<p>Class teachers, support staff</p>	<p>Review the layout of furniture and equipment to support the learning process in individual classes</p> <p>Conduct sensory audit around the school</p> <p>Ensure specific children are seated in such a way within the classroom which supports them academically, socially and emotionally and also takes into account the individual's needs</p> <p>Specific needs are identified quickly through meetings with parents and specialist advisors</p> <p>Minimise display material around the IWB</p>	<p>As arises for existing and new pupils</p>	<p>Half termly reviews</p> <p>As soon as need is identified</p>	<p>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</p>
<p>Pupils with ASD/ADHD/SPD /SEMH needs have a 'safe space' where they can</p>	<p>All staff</p>	<p>Staff are aware of 'safe spaces' in the school to take children who need time away from the classroom.</p>	<p>Black out tent</p> <p>Sensory room equipment – continue to monitor</p>	<p>Ongoing</p>	<p>Staff and pupils will report that use of these areas is having a positive impact for those children who may have a sensory</p>

<p>regulate their emotions so they are ready to learn.</p>		<p>(Sensory Room, Outside Classroom, Daily Mile track, black out tent, library, reading area etc)</p> <p>Pupils have access to these areas during school day to reduce levels of anxiety agreed by the appropriate staff</p> <p>Pupils who require 'movement breaks' or a 'sensory circuit' are identified and provision is outlined on the pupils' Individual Learning Plan (ILP)</p>	<p>Sensory audits for children</p> <p>Regular feedback from staff, parents and pupils</p>		<p>overload or be emotionally dysregulated</p>
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IMPROVE THE DELIVERY OF WRITTEN INFORMATION

Priority	Responsibility	Strategy / Action	Resources	Time	Success Criteria
<p>Provide written information to pupils and parents with differing needs in a variety of formats as requested.</p>	<p>Office staff, class teachers as necessary</p>	<p>Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available</p> <p>Ensure parents with visual impairments can access policies through enlargement of papers</p> <p>Inclusion Leader and Class teachers to remain aware of vulnerable families and offer support</p> <p>Ensure that documentation is jargon free and easy to understand by all stakeholder</p> <p>Investigate symbol software to support learners with reading difficulties</p>		<p>Ongoing</p>	<p>Parents and other stakeholders are able to access all information and are informed of their child's progress and next steps in learning</p>

		<p>Raising awareness of font size and page layouts will support pupils with visual impairments</p> <p>Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that it is accessible to all is a valuable exercise</p> <p>Provide parents with no access to internet or printers a paper copy of requested information and ensure that all parents are aware of this</p>			
<p>Improve systems for gathering/sharing information about parents/ carers/staff with SEN or disabilities or language barriers</p>	<p>EYFS staff, office staff, inclusion team</p>	<p>Ask new parents at initial meeting if any problems/disabilities at home; ask if any help is required to help child at home with work with use of large print/translations, accessing school information such as letters or website etc.</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>School is able to put in place any necessary interventions to support parents /pupils/staff All parents feel included and supported whatever their needs</p> <p>Staff with identified needs are supported, reasonable adjustments made and enabled to do their job effectively</p>

		<p>Create a 'SEND' leaflet for parents which can be translated into different languages</p> <p>Confidential audit staff asking about disabilities, emphasising the support the school can provide, in confidence. Seek views on accessibility of facilities in school</p>			
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Approved by: Head teacher and Governor

Date: Autumn 2023

Next review date: Autumn 2024