



**GOFFS OAK PRIMARY AND NURSERY SCHOOL
ACCESSIBILITY PLAN
2017 - 2019**

The Vision

- As an inclusive school, we respect and value the diversity of the community we serve.
- We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.
- We believe in actively promoting equality of opportunity in every aspect of the life of all our pupils, parents and staff.
- We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in their practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

How well does the school deliver the curriculum?	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	All teachers and staff given training to work with a diverse range of children with SEN and disabilities, whether this is for those disabilities which occur often throughout the school, or less common specific needs.
Are your classrooms optimally organised for disabled pupils?	Classrooms are organised to take account of the needs of disabled pupils when this arises.
Do lessons provide opportunities for all pupils to achieve?	Lessons are differentiated for the needs of a diverse school community
Are lessons responsive to pupil diversity?	Yes, lessons take account of pupil need.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes all children take part in 2 lessons of PE a week, often using our specialist coach. Singing and music feature in all assemblies. We have a dedicated singing assembly each Tuesday. Children in year 4 learn how to play a strings instrument and children have access to individual specialist music teaching should they wish to access this. Currently in school we have guitar and piano lessons running. Music lessons and drama are part of the curriculum across the school. All classes take part in a production once per year.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes extra time is given to children to ensure they can fully access the curriculum.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	Yes all lessons are differentiated so no child is left out of lessons. Occupational therapy sessions provide a programme of physical activities where required.
Do you provide access to computer technology appropriate for students with disabilities?	If required.

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes all children are able to access off site visits.
Are there high expectations of all pupils?	Yes
Do staff seek to remove all barriers to learning and participation?	Yes

Is the school designed to meet the needs of all pupils?

Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	Yes
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	All classrooms are wheelchair accessible; the school is all on one level, allowing easy access. There is ramp access to the vast majority of external doorways, where necessary alternative routes are used for the class to avoid the external classroom doors which have steps.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Auditory, not visual
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	No.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No.
Are areas to which pupils should have access well lit?	Yes.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Currently there are no HI children in the school. We ensure that classroom doors are closed and that classroom displays are filled to support the travelling of sound. We are able to work with HI advisors to ensure that HI children are in suitable classrooms and will act upon any necessary modifications.
Is furniture and equipment selected, adjusted and located appropriately?	Yes

How does the school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard	Yes, materials are adapted as and when required to meet specific needs. Visual timetables used for children with autism.
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forms of printed information?	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes, teaching accommodates the varying learning styles of children.
Do you have the facilities such as ICT to produce written information in different formats?	Yes.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes. CPD training planned in line with the school performance management policy.

Targets	Actions	Timeframe
To ensure that all areas of the school are safe and accessible for blind and partially sighted pupils.	- Build on and refresh current arrangements such as Braille signage and contrast tape/paint.	Ongoing
To ensure that our senco and senco assistant is fully utilised in providing support for children who are diagnosed or showing autistic traits.	- Allow teachers time to liaise with senco / senco assistant. - Keep profile of senco / senco assistant high in school.	Ongoing
To ensure the Hertfordshire steps approach behaviour strategy is fully implemented across the school consistently	- Train at least 2 members of staff as Steps tutors - Plan CPD to ensure that training and updates happen regularly throughout the academic year	Ongoing
To ensure that all children regardless of needs have full access to the curriculum	- Continue to differentiate curriculum so that all children can access regardless of physical or SEND need - Ensure that staff training is updated regularly - Ensure that individual profiles and interventions are in place, and reviewed at least termly, for children with needs - Ensure that the curriculum caters for the different learning styles of all children	Ongoing