



**Accessibility Plan**  
**Goffs Oak Primary School**  
**2023 – 2026**

**Date agreed: November 2023**

**Date of next review: November 2026**

<b><u>Staff Responsible for Review</u></b>	<b><u>Date of review</u></b>
Senior Leadership Team	November 2023
<b><u>Governors Responsible for Review</u></b>	<b><u>Date discussed with staff</u></b>
FGB	

<b><u>Record of Review and Amendments</u></b>	
<b><u>Date</u></b>	<b><u>Brief Details of Changes</u></b>

## **Vision Statement**

### **Legal Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. It is monitored by the Senior Leadership Team and evaluated by the relevant Governors’ committees. The current plans will be appended to this document. Our Accessibility Plan also complies with the Special Educational Needs and Disabilities Regulations 2014 to provide guidance about making the Goffs Oak curriculum accessible for children with SEND.

### **Definition of Disability**

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Aims

- i) The intention of this Accessibility is to provide a projected plan for a three year period ahead of the next review date.
- ii) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- iii) We are committed to providing an environment that enables full curriculum access that 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 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.
- iv) This 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. The Accessibility Plan contains relevant and timely actions to:-
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010);
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve 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 timeframe.
- v) The Plan relates to the key aspects of physical environment, curriculum and written information.
- vi) 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.
- vii) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Behaviour Policy
  - Curriculum Policies
  - Equality Scheme
  - Health & Safety Audit
  - School Development Plan
  - SEND Policy
- viii) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- ix) The Accessibility Plan will be published on the school website.
- x) The Accessibility Plan will be monitored through the Governor Curriculum meetings.

xi) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

xii) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **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 ask parents and carers to update their child's records at least every year or when changes occur. At the start and end of each academic year (or for a new starter to the school for a child with SEND), we hold SEND review meetings which provides information about children with SEND, identifying the strengths and areas that that need support with. This features the voices of the parents, children and staff that have/will be working with the child.

### **Physical Environment**

Throughout the EYFS and KS1 side to the school there are classrooms that feature step free access directly into the classroom. Year 1 has a stepped entrance but children can enter step free through the neighbouring classroom or office entrance. Throughout KS2 all classroom have a stepped entrance directly into the classrooms however there is an alternative entrance via the hall which is step free. These entrances would not take longer or cause difficulty navigating. These entrances can also be used for breaktimes and lunchtimes as they take the children onto the main playground. Our school site is one level and therefore doesn't require elevation to access rooms.

Where a child has needed support due to a disability, the school make every arrangement possible to ensure that they have access across the school site. In some cases, a risk assessment may be carried out and shared with the child and their parents where they can also have an input in finalising.

Where a parent (with child), visitor or staff needs access to the school via the carpark, arrangements can be made so that a parking space can be reserved as close as possible to the building entrance to improve accessibility. We currently have one designated disabled parking bay but we can have spaces reserved if required.

### **Curriculum**

Following the National Curriculum, teachers set high expectations for every pupil and plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers are responsive in identifying pupils' needs and overcoming potential barriers. We adhere to the SEND Code of Practice 0-25 (2015) with a focus on delivering High Quality Teaching in lessons. Pupil and parent voice has been used to support our practice. Changes are made to some areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum may present particular challenges, for example: P.E. for pupils with a physical impairment. However, adjustments are made to the equipment, resources, topic vocabulary, support given, work required and physical environment to ensure that children can have access. To support children with a disability in P.E., further advice and guidance may be sought from outside professionals including occupational health or medical consultants familiar with the child. Furthermore, staff may also seek guidance from the 'Safe Practice: in Physical Education, School Sport and Physical Activity' book which provides ways to make sport more inclusive for children with disabilities. The PE scheme we use called 'Complete PE' features a range of information to further support the inclusion of all children including those with SEND and disabilities.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. When necessary other formats of communication can be sourced e.g. Braille, large print, Widgeo, languages other than English (translators or Google Translate as necessary).

## **Access Audit**

The school is on one level however does have stepped entrances to some of the classrooms. The office area is all step free and can be accessed from the road to the office without steps or obstacles. Once in the building there is step free access to all rooms. To access the Year 3 and 4 classrooms and Tranquility Room the route would need to be taken slightly differently but access would still be possible. Our playground and outdoor are both step free once outside, though step free access to it may require going through the main office doors.

At present, our on-site car parking for staff and visitor includes 1 dedicated disabled parking bay. At present, there is 1 disabled toilet facility within the school. The school has internal emergency signage; escape routes and fire exits are clearly marked.

## **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority, parents/carers and pupils.



## Goffs Oak Primary School Accessibility Plan (November 2023 – November 2026)

### 1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.

Aim: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/issue	Person responsible	Strategy/Action	Resources	Timescale	Success Criteria	Comment and progress
SEND and Medical register and information on children with additional needs to be updated	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Meet with parents of children whose care plans/documentation needs updating. Discussion with children where appropriate	SEND register and paperwork for individuals. Care plans	Annually in September Reviews of SEND register and monitoring list - termly	SEND and medical needs updated. Staff will have a good understanding of SEND and medical needs in the school Teachers and TAs aware of the needs of the children in their class	
All children have access to a broad and balanced curriculum	SLT including SENCO	New Goffs Oak curriculum enables all children access the curriculum. Lessons to be differentiated where appropriate, new planning format that will identify differentiation or personalised planning. Planning scrutiny, pupil voice and book feedback Children have the necessary support to access the curriculum (e.g. adult)	Staff meetings. Monitoring activities	New curriculum implemented September 2023 Monitoring each term	All children will have access to the Goffs Oak curriculum. Lessons will be differentiated or personalised so that all children can access all subjects where necessary	

School visits are accessible for all children	SLT including SENCO	Contact the residential or museum. Risk assessment of site, and pre-rec the site. Action plan in place, contact insurance company. Determine what the child can and cannot do (seek medical advice where necessary). Meetings and discussions with parents, carers and pupils	Meetings, Residential visit/ museum	Annual residential for Year 4 and Year 6  As and when needed before school trip	All children will take part in offsite school visits and residential	
Staff provide alternative ways of giving access to experience or understanding disabled children in exercise or P.E.	SENCO P.E. leaders	Staff training where necessary to support children Medical advice (pediatrician or occupational health) advice sought and acted upon Safer Practice in PE, schools and physical activity book used to support disabled pupils in PE. Use of expert sports coach to differentiate and provide opportunities for participation. Discussion with pupils	Staff meetings, Staff training	Ongoing	All disabled children are able to take part in exercise and P.E.	
Staff identify barriers to children's learning and participation	SLT and SENCO	New provision map identifying barriers to learning Staff SEND training Pupil progress meetings to discuss children and barriers to learning Regular TA training in school Regular formal discussions between Teachers and TAs. Discussion with pupils about their learning	PPM Staff meeting, Staff training,	Provision Mapping carried out termly  Termly PPM for all pupils SEN Review meetings with parents termly Weekly discussions (TAs/ Teachers)	All staff understand the barriers to learning for the children in their class. All staff are using the provision maps to support all children	
Lessons are responsive to the diversity of children in our curriculum and resources	SENDCo English Leader	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. Discussion with pupils about diversity and the curriculum	Books Assemblies	Autumn 2023 and ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	

Ensure that the medical needs of <i>all</i> pupils are met fully within the capability of the school	SLT including the SENCO	To conduct parent interviews. To liaise with external agencies. Make relevant referrals to external agencies. To identify staff training needs	SLT meetings SENCO dedicated time Staff time and meetings TA training	Annually in September	All advice acted upon. All pupils needs are met and they are able to access the curriculum	
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO	iPad available to support children with difficulties. Sloping boards for children with physical disabilities Busy Boxes/ Special places for regulation Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Ear defenders Use of wobble cushions, weighted blankets. Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment E.g. visual timetable, writing with symbols, wobble cushions and use of Widget, Discussion with pupils and parents/carers about accessibility	Audit of resources Cost of resources Staff training	On-going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning	
Appropriate use of intervention and their success and impact on children's progress	SLT including SENCO	Track and evaluate the impact of interventions. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions. Improved SEND provision map. Discussion with pupils about their learning and progress.	Training on new interventions through external professionals. Resources required to deliver interventions	Ongoing  Formal evaluation each term	Evidence that children are making progress and that the interventions are having an impact on learning	
Effective communication with parents to support the progress for children with SEND	SLT including SENCO	Meetings in the autumn term with teachers/SENCO and parents/carers. Termly meetings where necessary. Termly meetings with review of support plans with teacher/SENCO and parents or carers Annual review meeting for children with SEND. Discussion with pupils (where appropriate)	Up to date support plans and EHCPs Rooms for meeting Diary dates	Termly updates	Increased engagement of parents to the benefit of supporting the progress of their child in school	

Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SLT including SENCO	Audit staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	Staff meetings TA training SENDCo/Teachers time External agency training	October 23 for audit gaps Termly SEND staff meeting	Staff confidence in adapting the curriculum is improving. Children's participation in the curriculum is more broad, balanced and effective	
Use appropriate assessment tools and activities for children working below the Expected Standard	SLT including SENCO	Ensure staff are familiar with the pre-key stage assessment or internal assessment systems Use other professionals' advice for adaptations of the curriculum. SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.	Staff meetings TA training SENDCo/Teacher time External agency training	Autumn 2023, then Termly assessments	Children working pre-key stage will have consistent approaches for assessment and will access all subjects in a tailored or personalised way	

## 2. How we plan to improve the physical environment of our school for disabled children and young people

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria	Comment and progress
Ensure that children with disabilities can access all areas of the school site	SLT including the SENCO Site Manager	Individual risk assessment for child Regular meetings with parent Ensure all staff are informed of the child's plan and risk assessment Designated adult to support the child Agreed plan put into place to support child's needs Discuss risk assessment/action plan with parents of child with SEND.	Meeting time TA briefings SENDCo/Teacher SLT meetings	Ongoing	Child can access all areas of the school (with support)	
Tactile signage used to assist people/children in the school building	SLT including SENCO	Use large font signs (e.g. fire exits etc). Use Widgeit and dual coding picture/words across the school	Widgeit, Laminating, admin time	Widgeit Purchased Autumn 2023	Widgeit (dual-coding) picture and prompts will be around the school. This will support children who require visual prompts access all areas of the school	
Anticipatory measures to support children moving around the school	SLT and SENCO Teachers Site Manager	Disabled children sitting near the fire-exit or doors for quick or emergency exit Adult support as necessary for accessing or moving around the school School is kept clean and tidy and avoid of any mess or hazards Fire exits are kept clear in each class and communal areas Steps and stairs have handrails to support access Risk assessment Alternative 'safe space' for disabled child to meet outside the school in case of an emergency as necessary	Planning time for classroom layout  Cleaning time	Ongoing	Children are able to access the school easier with the measures in place (e.g. quick emergency exit, adult support, use of handrail)	

Furniture and equipment is carefully selected and located appropriately to support children with SEND	SENDCo	Work with outside professionals to identify specific equipment/furniture to support learners	Cost, Professional meetings	Ongoing	School purchases appropriate furniture and equipment to support children as necessary.	
Ensure that children feel safe and involved at playtimes	SLT School Class Reps	Play leaders/sports leaders to encourage children to join in games. Well-being Ambassadors to report back any feedback from the children within Nurture Groups. Nurture group intervention monitored and adapted daily. Use of well-being garden, Confidence Corner or buddy bench/area	SLT meetings discuss vulnerable children. Staff/TA training (playtime)	Ongoing	Children feel safe in school and can participate in a number of activities (inc breaktime)	
Maintain children's safety around the school – provide safe access round the interior and exterior of the school	Site manager Office Staff School Class Reps	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking and with the School Travel Plan	Premises walks H&S termly walk (Head and Site manager time) H&S Termly audit (Gov, TA and Site manager time) Office assistant time (School Travel Plan)	Ongoing Termly H&S walk Annual H&S walk	All visitors, staff and children have safe access throughout the school. No accidents on School Lane	
Ensure access for all SEND children at after school clubs and reasonable adjustments are made to enable participation	SLT including SENCO	Audit SEND children use of clubs and extended services. Risk assessments put in place if needed	Registers of clubs. Risk assessments where necessary	Termly	Increased access of SEND children at after school clubs.	

### 3. How we plan to improve the delivery of information to disabled children and young people

Aim: To improve the delivery of information for disabled pupils and parents

Target/issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria	Comments and progress
Review documentation on website to check accessibility for parents	Governors	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this	Office time HT time	Termly (review of website)	Office staff know what parents may require additional support.  Parents will be aware of what is happening at school (e.g. via website).	
Written materials are available in different formats to support all types of learners	Office manager SENCO	Provide parents with hard copies of letters or work where necessary (e.g. no access to printer/IT/internet) Office staff able to use Google translate where necessary Ensure parents with visual impairments can access or enlarge papers. Invite parents who may need support completing forms into the office	Office time	Ongoing (as and when required)	Parents and carers can access relevant information from school	
Improve use of pictorial communication systems (Widgit) to support all types of learners	SENDCo	Use Widgit to make classroom resources (e.g. social stories, timetables, word mats, sentence starters) SENDCo to train staff	Training time	Implemented Autumn 2023 Ongoing	All staff aware of the disabilities of children in their class. Staff all using Widgit to support all learners Children can identify and successfully use the pictorial communication system	