



# Goodrich Church of England Primary School

**Accessibility Plan  
March 2022**

Headteacher: Mrs. Karen Miles  
Chair of Governors: Mrs. Rosemary Webb

Policy review date: March 2025

## Accessibility Action Plan

Compliance with the Equality Act				
Accessibility Outcome	Action to ensure Outcome	Person responsible	Time Frame	Success Criteria
Raise staff awareness of disability issues whenever appropriate	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via: Staff meetings, Collective Worship.	All school staff L.A. Health Authority Disability Rights Commission	On-going	Staff consider the needs of all children and adults when considering all activities.
Curriculum Statement for PE revised to make reference to provision for pupils with difficulties & Disabilities.	Curriculum Statement (intent, implementation, impact) to include Content – Strategies – Resources - that could be employed when planning for pupils with difficulties or disabilities.	PE Co-ordinator After School Coaches	On-going	PE differentiation meets the needs of every pupil and this is reflected in policies and planning.

### Access to the physical environment

Although the school was built in 2000 it is building regulations, Equalities Act 2010 compliant: the building is all one level, there is a disabled toilet and we have added a disabled parking space.

Internal doors are not all set to a width to accommodate wheelchairs, there is no wet room and the fire alarm has sound but no light as well as sound, there is no hearing loop.

Accessibility Outcome	Action to ensure Outcome	Person responsible	Time Frame	Success Criteria
Understanding and Inclusion of pupils with SEND	All staff have up to date medical training as required by pupils at the school or First Aid training – anaphylaxis, epilepsy, asthma, cystic fibrosis, defibrillator Individual Care Plans 1:1 Supervision as required Fire Evacuation Plan makes specific reference to how we will support people who have disabilities. Table heights, heavy doors, stiff taps, etc. are kept under review.	SLT SENCo Site Maintenance Officer H&S Officers	On-going	Any individual needs are met and staff feel confident to deal with them. Staff notify key people of areas of difficulty as they arise.

## Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Person responsible	Time Frame	Success Criteria
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits – choice of venue to ensure accessibility of activities. EVOLVE Form and Risk assessments. Additional staff support directed as and when need. Special theme days – e.g. Paralympics Parents offered separate Parents' Evening times if needed/appropriate. Zoom/phone call meetings available too. Transport ensures that all children have the same experience.	All staff EVC	On-going	Careful planning enables all children to enjoy trips and visits.
To address different aspects of disability through assembly themes and class discussions.	To hold regular collective Worship relating to areas of intolerance or difference that are experienced in school or wider society.	All staff linked to British & Christian values	On-going	There is an ethos of caring and tolerance of others emanated around the school.

## Access to the curriculum

Accessibility Outcome	Action to ensure Outcome	Person responsible	Time Frame	Success Criteria
Full attendance	Attendance is analysed and targeted support extended to individual children and families. These include children in receipt of FSM, parents with health issues covered by the Equality Act, mental health issues, EAL, etc.  Staff support – phased return after long-term absence.	SLT  Headteacher and SLT	Weekly  On an individual needs basis	Attendance is improved using support from school.  Staff absence levels are low & support offered via SAI
Understanding and Inclusion of pupils with SEND	We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. Staff training in supporting pupils with SEND – focus on key areas within the school: CP, ASD & Attachment	SENCo	On an individual basis as children join the school Termly review Annual Review	Advice followed and impact evident for specific groups of children.

Equal access to the curriculum	High expectations. Differentiation in Teaching - there is appropriate deployment and training of learning support staff. (E.g. physio, Theraplay) Pupil Progress Data and Meetings attended by the SENCo SEN documents and data – staff training Enhanced provision and Pupil Premium expenditure	SENCo to monitor quality of differentiation and provision for SEND pupils. All staff	On-going 3 x per year On-going	Children make progress in line with other children
Participation and independence of all pupils	Classrooms are organised to promote participation and independence – e.g. furniture, visual timetables, ASD/ADHD friendly displays Audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class. Specialist equipment – writing slopes, core cushions, fiddle cubes, timers, text adaptations.	SENCo	On-going Annual Review	The environment meets the needs of the children so they have equal access to the curriculum.
	Lunchtimes – training of MDAs/Kitchen staff in individual approaches to children such as sensory needs, emotion coaching, eating difficulties, etc.	LT	On-going	Communication and expectation is consistent throughout the school.
Ensure that after-school clubs and care provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	SLT	Termly Review as clubs change	All children can access extended school's provision.

**Access to information advice and guidance - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Person responsible</b>	<b>Time Frame</b>	<b>Success Criteria</b>
Improving the delivery of written information to disabled pupils and adults	Varied backgrounds on the Smartboard Coloured overlays, Fonts – size, type, etc. Appropriate resources for Visually Impaired	SENCo/ Administrator (parents)	Termly review	Everyone can access written information.
All parents to access website and school information	Language tab on the school website – bottom right – ‘Translate’ Translator employed for adults with no English	HT  SENCo	On-going  As appropriate	
To keep up-to-date on all safeguarding training	Audit training needs of all staff. During the induction of new staff to the school they are informed of the designated officer for the school and how to record incidents and who to report information to.	DSL DDSL Safeguarding Gov	On-going	The pupils are kept safe all times and staff are aware of the reporting procedures in place.
Policies are up to date and regularly reviewed by stakeholders	To audit all policies and guidelines in relation to SEND, Safeguarding, Accessibility and Equality.	SENCO All staff HT Governors	Annual or as required	All relevant policies have been checked
To promote an awareness of support networks for families.	Use of school notice board to promote awareness that is available sign posting the community. Advertising via the newsletter or individually depending on content.	SENCo HT	Ongoing	Parents can attend courses and become more confident and knowledgeable about the opportunities and support available in the community.