



Goodrich CE Primary School

Accessibility Plan

Date approved: May 2026

Review by: May 2029

Vision Statement

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The plan will be made available online on the school website, and paper copies are available upon request

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Education Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring Arrangements

This plan will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community, and not just the Local Governing Board and Headteacher.

It will be monitored regularly by the Local Governing Board, and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

+School Accessibility Plan (in accordance with the Equality Act 2010)

Aim	Current Good Practice	Objectives	Actions to be taken	Person	Date	Success criteria
Further develop the curriculum for pupils with an additional need (SEND)	Use of resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with disability or SEND. Targets are set effectively and are appropriate for all. The curriculum and planning are reviewed to ensure they meet the needs of all pupils.	Ensure all staff have access to SEN pupil updates. Ensure all staff have liaison time with SENDCo where needed to ensure individual needs are met.	Liaison with staff Dedicated time for SENDCo to work	LT	Jul 2027 Analysed annually. Staff survey to include question	100% SEND pupils make expected progress in targeted areas 30% make more than expected progress in targeted areas.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents as required. This includes: Ramps, clutter free environments & classrooms. Additional solid (was gravel) paths added to Goldcrests to aid disabled access for adults and children External Wi-Fi port installed to enable disabled parent to access Wi-Fi from their vehicle.	Increase available equipment to enable a wider range of activity for all.	Dedicated additional equipment which can be used in all weathers Maintain outdoor trail / outdoor classroom. Remark disabled parking bays and regularly communicate with parents to keep bays clear for disabled adults and children.	SWil KM All staff	July 2028	80% children are physically active at playtimes
Improve the delivery of information to pupils with disability	We have started using Widgit symbols We are following the Talk for Writing approach We use pictorial or symbolic representation PEEPs are practised for all identified children.	Staff consider all resources should support the delivery of information to any child	To make use of Widgit symbols consistently across the curriculum and as part of bespoke timetables & visual timetables.	Subject leads LT	All subjects/ communication by July 2028	80% SEND children are able to demonstrate their understanding of tasks