



# Goldsworth Primary Accessibility Plan 2023

At Goldsworth Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up and covers the period from September 2022 – July 2025. It should be read in conjunction with our school's Equality Policy and Accessibility Policy. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

1. Improve awareness of Equality and Inclusion.
2. 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 able bodied persons. 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
3. Improve 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 and associated services.
4. 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 time frame.

## 1. Equality and Inclusion

Target	Strategy	Outcome	Timeframe	Achievement
Accessibility Policy and Accessibility Plan are relevant and up to date	Annual Senior Leadership Meetings (SLT)	Adherence to legislation	Annual	Policy and Plan updated
All stakeholders are aware of how the school meets the needs of children and staff that have a disability	Share relevant policies and guidance on website for governors, staff, pupils and parents.	Society benefits by a more inclusive school and social environment	Annual	All stakeholders are aware of issues relating to Access
Relevant stakeholders are aware of the needs of children/staff	Share relevant information appropriately	Children can access the full range of opportunities that the school offers Staff are able to fulfil their role fully	Annual	All information shared with relevant stakeholders
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff to determine the current status of school. Provide training for staff and pupils as necessary. Policies shared and understood annually	Whole school aware of issues relating to equality and inclusion	Continuous	Policies shared with all staff Action: further training to be arranged
Review curriculum and other relevant policies for evidence of how staff provide access in all areas to all pupils.	Policies reviewed and monitored by SLT	All children can access and enjoy learning and feel success	Annual	Policies adhere to legislation and reflect needs of the pupils Action – update Curriculum policy
Children with sensory/anxiety difficulties are supported	Advice from OT and Freemantles to support children with sensory needs  School focus to support children with SEMH needs	All children are able to access the learning environment  Children's anxieties are lowered	Annual	Children can manage their sensory needs using strategies and resources available the majority of the time

	Focus on use of strategies : Zones of Regulation	Children can use emotional regulation strategies effectively		Zones of Regulation in place across the school
<b>2. Improving the curriculum access</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Raise children's awareness of hidden disabilities and mental health	Included as part of the curriculum – focus weeks  Assemblies to raise children's awareness of mental health	Greater understanding of hidden disabilities among peers  Reduced number of bullying incidents linked to hidden disabilities	Ongoing	Children understand and support peers with disabilities
All children are able to participate in extra-curricular activities and Wise Owl Club	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual class bases	Classrooms are adjusted as required to accommodate the needs of individual pupils and develop pupil independence	Annual	Classrooms are fully inclusive so all children can access curriculum Resources are available to help children learn independently e.g. ear defenders, sound buttons, work stations.
Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required	Assessment Leader and Inclusion Leader/ KS2 SENDCo ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed	Annual	Children are able to access tests with appropriate support
Children with dyslexia can access the whole curriculum	Greater use of Chromebooks in all lessons for children with dyslexia.	Children with dyslexia are better able to access all areas of the curriculum	Ongoing	Children with dyslexia are able to access the curriculum

	Use a dyslexia friendly font for displays and teaching presentations. Use of a C-Pen in lessons where appropriate Adults trained to provide support in the classroom			
Children with SLCN can access the whole curriculum	Focus on development of language across the school	Children with SLCN needs are better able to access all areas of the curriculum	Ongoing	
<b>3. Physical Environment</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Ensure children and adults can access all parts of the school	Ramps to be available if and when needed  All new builds to have ramps and appropriate toileting facilities	Premises accessible to all	As and when needed	Children and adults can access all parts of the school
<b>4. Improving the delivery of written information</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it Translators provided where possible	All school information available for all	Ongoing	Action: Consider how delivery of school information to parents and the local community could be improved
Review documentation with a view of ensuring accessibility for pupils with visual/hearing impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	