ATTAIN ACADEMY PARTNERSHIP

Accessibility Plan

For

Gosfield Community Primary School

February 2026

Working together towards success for all

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Accessibility Plan 2026 - 2029

1. Introduction

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

a) They have a physical or mental impairment, and
b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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 Headteacher. At Gosfield Community Primary school (herein referred to as the academy) the Plan will form part of the Building and Resources section of the School Development Plan and will be monitored by the Headteacher and evaluated by the Local Governing Body. The current Plan will be appended to this document.

At the academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning and participate as fully as possible in every part of school life. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This policy complies with our funding agreement and articles of association.

2. Purpose of Plan

This plan shows how the academy intends, over time, to increase the accessibility of our academy for disabled pupils, staff, parents/carers and visitors. The document will be used to advise other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the academy's Equality Objectives, and will similarly be published on the academy website.

The academy is 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. The academy is 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.

3. 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 Educational 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, epilepsy 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.

This policy complies with our funding agreement and articles of association.

4. Areas of planning responsibilities

The academy's 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, medical condition or other access needs, by expanding the curriculum as necessary to ensure that such pupils 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); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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 other members of the academy community with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

The academy's Accessibility plan relates to the key aspects of physical environment, curriculum and written information.

Whole academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Equal Opportunities Policy
- Equality Policy
- Health, Safety and Welfare Policy
- Educational Visits Policy
- Personal Emergency Evacuation Plan
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Supporting Children with Medical Conditions and Administration of medicines Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period

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.

The Accessibility Plan will be published on the academy website.

The Accessibility Plan will be monitored through the Local Governing Body

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

The academy will consult with pupils, parents / carers, staff and governors of the school in developing the Accessibility Plan. Other outside agencies and specialists will also be consulted as appropriate.

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

5. Current good practice

We gather any information about disability or health condition in early communications with parents and carers of children who are new to the academy. For parents and carers of children already at the academy, parents

and carers are asked to keep the academy informed of any changes to the information they have provided.

5.1 Physical Environment

There are no areas of the academy to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

5.2 Curriculum

Through planning for individual need, the academy aims to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible.

The academy seeks advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments**.**

5.3 Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

6. Access Audit

The academy is a predominantly single storey building with wide corridors and several access points from the outside. There are no automatic door openers and assistance may be required by wheelchair users to open the main entrance door. Following a number of recent building projects on and around the original building, there are very few parts of the academy to which disabled children have limited or no access at the moment.

Areas of the school which are two storey are not used for general access. The main entrance to the academy has step access from the front however wheelchair access to the main build is possible via a ramp adjacent to the steps. The majority of classrooms have level access to the outside except Class 3, which has ramp access for use in an emergency. The main entrance features a secure lobby and is fully accessible to wheelchair users.

On-site car parking is limited and reserved for staff. Although there is limited on-site parking for visitors, access is granted on a needs basis

There are disabled toilet facilities available, in the medical room near reception. In addition there is a disabled shower and changing facilities available in the medical room.

The academy has internal emergency signage and escape routes clearly marked. Personalised evacuation plans (PEEPS) are put in place as required.

At present we have no wheelchair dependent pupils, members of staff or parents / carers.

7. Current Range of known disabilities

The academy has children with a range of disabilities to include moderate and specific learning disabilities.

8. Management, coordination and implementation and review

The Accessibility plan is monitored and reviewed as follows:

- The academy consults with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority and other academies within the Multi Academy Trust.
- The academy works closely with parents and carers to consider their child's needs.
- The policy's effectiveness is reviewed annually and/or as children's needs change. The review is shared with staff.
- The academy shares best practice with other schools through regular SENDCo network meetings and other communications as needed.

9. Complaints

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily (see the Trust's Complaints policy).

10. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the local governing board.

11. Links with other policies

- Health, Safety and Welfare policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Equality policy
- Special Educational Needs and Disability (SEND) Policy
- Special Educational Needs and Disability (SEND) Information Report
- Policy for the Administration of Medicine and Management of Children's Illnesses

ACTION PLAN

<u>Aim 1:</u> To increase access for disabled pupils to the academy curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for pupils, and prospective pupils with a disability, medical condition or other access needs.
Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes
It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant afterschool clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached academy rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
SHORT TERM	To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need additional to or different from provision	May to July annually	HT EYFS leaders and teachers	Provision set in place ready for when the child/ren start school.
	To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT/ Deputy/ Pastoral Manager & SENDCo	Provision set in place ready for when the child/ren start school.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT, Governors All subject leaders	All policies clearly reflect inclusive practice and procedures
	To establish close liaison with parents	To ensure collaboration and information sharing between the academy and families	Ongoing	SLT & all teaching staff	Clear collaborate working approaches through regular meetings, risk assessment reviews,

					provision reviews and action planning.
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, diabetes, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing	SLT/SENDCo All teaching staff Outside agencies	Clear collaborate working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Using technology if appropriate (i.e. multimedia activities, interactive IT equipment, equipment sourced from occupational therapy). Ensure a range of support staff including trained teaching assistants.	Ongoing	SLT, SENDCo and all teaching staff, extracurricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN pupils	SENCO/Class teacher meetings/ Pupil Progress Scrutiny of assessment system Regular liaison with parents	Termly	Deputy Head Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment for More Able pupils	More Able Policy Monitor list of children identified Booster groups/activities	Ongoing Termly	More Able Co-ordinator Class teachers	More Able children making proportionate progress Achieving above average results
	To promote the involvement of disabled pupils in classroom discussions/ activities To take account of variety of learning styles when teaching	Within the Curriculum, the academy aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Access to appropriate ICT aids such e.g. screen magnifier software for the visually impaired, Features such as sticky keys and filter keys to aid disabled users in using a keyboard etc. • Training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creative positive images of disability within the academy so that pupils grow into adults who have some	Ongoing	Whole academy approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the academy.

		understanding of the needs of disabled people.			
LONG TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress
	To deliver findings to the Local Governing Body and Board of Trustees	Local Governors meetings	Annually Termly SEND / Governor / SENDCO meetings	SENDCo SMT/SEND Governor CEO	Governors fully informed about SEND provision and progress.

<u>Aim 2:</u> To improve the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services.

The academy is continuing to grow and develop. It is hoped that in the future we will be able to expand the buildings and to improve the facilities.
Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.
The academy has a range of equipment and resources available for day to day use. The academy's improvement planning process is the vehicle for considering such needs on an annual basis.

SHORT TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	Improve physical environment of academy	The academy will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking	Ongoing	SLT, site manager, governors and H & S Co-ordinator	Evidence that appropriate considerations have been made wherever physical improvements are carried out.

		future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes and more accessible facilities and fittings			
	Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access Plans (incl. PEEPS) for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, site manager and governors Pastoral Manager/SENDCo H & S Coordinator All teaching staff	Evidence that appropriate considerations have been made and pupils are able to participate in academy activities.

	Ensure the academy is aware of the access needs of staff, parents, governors and visitors with disability, medical condition or other access needs	Liaise with individual staff and governors to ascertain access needs and ensure they are met Liaise with individual parents / visitors to ascertain access needs. Ensure that actions, including emergency evacuation procedures, are clear	On-going as need arises	HT/HR site manager and governors H & S Coordinator	Evidence that appropriate considerations have been made i.e. staff and governors confident needs are met, parents have full access to all academy activities, PEEPS in place where needed
MEDIUM TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To improve community links	Academy to continue to have strong links with schools in the LA and the wider community	Ongoing	SMT All staff	Improved awareness of disabilities / the wider community and their needs Improved community cohesion.
LONG TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To ensure driveway, roads and paths around the academy are as safe as possible	Communication with parents via safety messages / letters / walk to school week Training for pupils (i.e. bikeability in Year 6, road safety in Year 5/6)	Ongoing	PSHE Co-ordinator SMT	No accidents
	To achieve the accreditation of Healthy School award	Work towards Healthy Schools award	Summer 2024	PSHE / Healthy School Co-ordinator	Accreditation of award

Aim 3: To improve the delivery of information to disabled pupils, staff, parents/carers and other members of the academy community

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing. Ensure staff training where appropriate	Ongoing	SLT, teachers, admin team and SENDCo	Evidence that appropriate considerations and reasonable adjustments have been made (i.e. use of software to support learning, large font/easy to read for visually impaired, auditing of signage and resources, staff produced resources)
	Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	ongoing	Whole academy team,	Evidence that appropriate considerations and reasonable adjustments have been made
MEDIUM TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To review pupil's records ensuring academy's awareness of any disabilities	Ensure information is collected and kept up to date about children. • Records passed up to each class teacher • End of year class teacher meetings • Annual reviews	Annually	Class teachers SEN LSAs Outside agencies SMT Office staff	Evidence that staff are aware of pupils with disabilities (and/or parents//carers with disabilities) within their class disabilities and that appropriate consideration and

		• IEP meetings • Medical forms updated annually for all children • Personal health plans			adjustments have been made.
LONG TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	Ensure academy record system are reviewed and improved where necessary	Audit records systems	Ongoing	Assessment co-ordinator/SMT	Effective communication of information about disabilities throughout the academy

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