



## Accessibility Plan 2025-26

### **Purpose of the Plan**

The purpose of this plan is to show how Stoke Goldington CE School intends, over time, to increase the accessibility of our school for disabled pupils. The school 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.

### **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.
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Information and Objectives
- Health and Safety Policy
- Special Educational Needs Information Report
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy

The VSF Complaints Policy covers the Accessibility Plan.

### **Training:**

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.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the main office

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how the school will address the priorities identified in the plan. The plan is valid for three years 2025-28. It is reviewed annually.

### **Section 2: Aims and objectives**

Our aims are to:

1. Increase access to the curriculum for pupils with a disability
2. Improve and maintain access to the physical environment
3. To improve the delivery of information to disabled pupils and parents

The tables below set out how the school will achieve these aims.

## Identifying Barriers to Access

### Section 1: How does Stoke Goldington CE School deliver the curriculum?

| Question  | In Place? | Notes   |
|---|-----------|---|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?   | ✓         | Yes, delegated to SENDCo  |
| Are your classrooms optimally organised for disabled pupils?  | ✓         | Classroom will be organised to meet needs   |
| Do lessons provide opportunities for all pupils to achieve?   | ✓         | Yes, we monitor this through learning walks, books and data.  |
| Are lessons responsive to pupil diversity?  | ✓         | Yes, we monitor this through learning walks, books and data.  |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class?   | ✓         | Yes, we monitor this through learning walks, books and data.  |
| Are all pupils encouraged to take part in music, drama and physical activities?   | ✓         | Yes, the school takes particular pride in its teaching of the wider curriculum.<br>The curriculum leads along with the SENDCo will monitor accessibility. |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?   | ✓         | Yes. Breaks are built into specific children's timetables to allow sensory breaks to reduce cognitive overload.   |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?   | ✓         | Yes, extra time is planned in for pupils and staff. ICT is used to support recording of ideas.  |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | ✓         | Yes, the curriculum is adapted for pupils who cannot access it.   |

|   |   |  |
|---|---|--|
| Do you provide access to computer technology appropriate for students with disabilities?  | ✓ | Yes, the school has a wide variety of devices to assist appropriate pupils including the use of ipads, laptops and voice recording apparatus.  |
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | ✓ | Yes, all pupils can attend all trips within their year group. Individual risk assessments are in place for those pupils with additional needs to ensure that they are able to access the visit in a safe and appropriate way |
| Are there high expectations of all pupils?  | ✓ | Yes, we monitor this through learning walks, books, pupil voice and pupil group data.  |
| Do staff seek to remove all barriers to learning and participation?                       | ✓ | Yes, we monitor this through learning walks, books, pupil voice and pupil group data.  |

## Section 2: Is Stoke Goldington CE School designed to meet the needs of all pupils?

| Question  | In Place? | Notes  |
|---|-----------|--|
| Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, outdoor sporting facilities and playgrounds - allow access for all pupils? | ✓         | All levels of the school are at ground level. The building is wheelchair accessible.   |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?               | ✓         | Staff are aware of the accessibility of wheelchairs/frames for physical support. No pupils currently require this provision. |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?  | ✓         | Routes are routinely assessed for access and safety.   |

|  |   |  |
|--|---|--|
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | X | Fire/evacuation alarm has no visual signal.  |
| Are non-visual guides used, to assist people to use buildings, with tactile buttons?   | X | No pupils currently require braille.   |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?                      | ✓ | No, we cater very carefully for our ASC pupils. All classrooms and common areas follow a neutral colour scheme for information boards.   |
| Are areas to which pupils should have access well lit?   | ✓ | Yes  |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?   | X | Due to the hard surfaces/flooring in each of the areas, the school recognises the effects this has on acoustics and noise. Efforts to reduce the noise are made with soft furnishings. |
| Is furniture and equipment selected, adjusted and located appropriately?   | ✓ | Yes  |

### Section 3: How does Stoke Goldington CE School deliver materials in other formats?

| Question  | In Place? | Notes   |
|---|-----------|---|
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | ✓         | Yes, this is available on request.  |
| Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?                | ✓         | Yes, as required.   |
| Do you have the facilities such as ICT to produce written information in different formats?   | ✓         | Yes, the school has a wide variety of devices to assist appropriate pupils. |

|  |   |  |
|--|---|--|
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities | ✓ | Training provided by Visual Impairment and ICT specialist as required. |
|--|---|--|

**ANNEX B**

**Access Plan 2025-28**

**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

|                   | <b>Targets</b>   | <b>Strategies</b>   | <b>Outcome</b>   | <b>Timescale</b> | <b>Success Criteria</b>   |
|-------------------|--|---|--|------------------|---|
| <b>SHORT TERM</b> | To liaise with new parents to review intake for Sept 2025 and each successive intake | To identify pupils who may need additional to or different provision<br>liaison with parents and external agencies for pupils with ongoing complex health needs. E.g. intimate care needs as part of a disability, children with complex medical needs  | Needs of children are purposefully planned for   | Sept 2025        | Procedures/equipment/ ideas set in place by Sept 2025.<br>Clear collaborative working approach. |
|                   | Develop the continuous and enhanced provision offer                                  | Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified, or where a child is working significantly below key stage expectations. Teachers will work with staff to develop the learning opportunities, and the environment offer of an enriching, child- led approach to learning | Personalised outcomes for children will mean that all children will make individual progress, irrespective of disability | Termly           | Children can access the curriculum irrespective of disability                                   |

|                  | <b>Tasks/Targets</b>                            | <b>Strategies</b>  | <b>Outcome</b>  | <b>Timescale</b> | <b>Success Criteria</b>  |
|------------------|---|--|---|------------------|--|
| <b>LONG TERM</b> | To finely review attainment of all SEND pupils. | SENDCO/Class Teacher meetings/Pupil Progress.<br>Scrutiny of assessment system.<br>Regular liaison with parents. | 1. The academic gap between SEND and non-SEND pupils diminishes<br>2. Engagement model is used to | Termly           | Progress made towards SEN targets.<br>Outside agencies supporting pupils where required. |

|  |  |   |   |         |  |
|--|--|---|---|---------|--|
|  |  |   | capture progress of those with complex SEND   |         |  |
|  | Opportunities for children to see positive role models with disabilities.  | Visitors into school.<br>Continued purchase of materials which portray positive images of people with disabilities, as part of our DEI offer<br>Books purchased will be used to enrich the English curriculum                               | The curriculum will adapt and develop its Diverse, Equitable and Inclusive offer.                 | Ongoing | Resources are easily visible.<br>Planning shows consideration of possible visitors to school.<br>Positive attitudes towards those with disabilities and towards principles of inclusion. |
|  | Exploitation of technology to support learning for all groups of learners. | Support all staff to implement and effectively use technology within the classroom.<br><br>ICT and sensory specialist teacher input for pupils who meet criteria.<br><br>Use of I pads for individual pupils – source suitable support apps | Increased rates of progress for all learners.<br>Increased staff confidence with these programmes | Ongoing | Targeted use of technology to support attainment and progress for all groups of learners.  |

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

|                   | Targets   | Strategies  | Outcome | Timescale | Success Criteria                         |
|-------------------|---|---|---------|-----------|--|
| <b>SHORT TERM</b> | Improve physical environment of school environment. | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible |         | Ongoing.  | Enabling needs to be met where possible. |

|  |  |                          |  |  |  |
|--|--|--------------------------|--|--|--|
|  |  | facilities and fittings. |  |  |  |
|--|--|--------------------------|--|--|--|

|  |  |   |   |                      |   |
|--|--|---|---|----------------------|---|
|  | Improve and maintain access to the physical environment          | To continue to adapt the environment for pupils as appropriate<br>This could include:<br>*Hi-viz markings as required to support pupils with visual impairments<br>*Handrails implemented where required to support toilet access                                   | Children with additional needs are able to access the environment , irrespective of needs | Ongoing              | Pupils with additional needs will have the appropriate adaptations made so that they are able to access their environment.                    |
|  | Ensuring disabled parents have every opportunity to be involved. | Utilise disabled parking spaces for disabled parents to drop off and collect children.<br>Offer a telephone call to explain letters home for some parents who need this.<br>Adopt a more proactive approach to identify the access requirements of disabled parents |   | Constantly reviewed. | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education. |

|                  | Targets   | Strategies                      | Outcome  | Timescale                        | Success criteria   |
|------------------|---|---------------------------------|----------|----------------------------------|--|
| <b>LONG TERM</b> | Emergency and evacuation systems are fitted with a visual component | Look for funding opportunities. | Ongoing. | New bid in funding calendar year | The school will have visual signal to enable hearing impaired children to be made aware of fire/evacuation alarm.<br><br>Physical accessibility of school increased. |

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

|                   | <b>Targets</b>  | <b>Strategies</b>  | <b>Outcome</b> | <b>Timescal</b>        | <b>Success Criteria</b>   |
|-------------------|---|--|----------------|------------------------|---|
| <b>SHORT TERM</b> | To ensure all children with a disability, including those who have a visual impairment, ASD, or epilepsy have access to the curriculum. | Regular parental communication.<br>Quality First Teaching strategies | Ongoing.       | All staff to be aware. | All children, regardless of a disability, will be able to access curriculum.<br>Barriers to learning have been significantly reduced and where possible removed, for children with a disability, to create a low arousal but friendly, accessible and inviting working environment. |

|                    | <b>Targets</b>  | <b>Strategies</b>  | <b>Outcome</b> | <b>Time scale</b>  | <b>Success Criteria</b>  |
|--------------------|---|--|----------------|--|--|
| <b>MEDIUM TERM</b> | To review children's records ensuring school's awareness of any disabilities. | Information collected about new children: <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings.</li> <li>• Annual EHCP reviews</li> <li>• Medical forms updated annually for all children.</li> <li>• Personal care plans.</li> </ul> | Annually.      | SENDCO<br>Class teachers.<br>Outside agencies.<br>SLT.<br>Medical Coordinator<br>Office Staff. | Each teacher/staff member aware of disabilities of children in their classes.<br>SENDCo promotes positive awareness of disabilities e.g. Down Syndrome Awareness Day, Autism Awareness Week. |