



Accessibility Plan Goodwyn School (inc. EYFS)

At Goodwyn School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Definition of a disability

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 meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."

According to the Equality Act a person has a disability if a person (child or adult) is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This could be:

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long-term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long term means an impairment that has lasted at least 12 months or is likely to last 12 months or for the rest of the person's life.
- Normal day to day activities must come within one of the following categories: manual dexterity; physical co-ordination; continence; ability to lift, carry or move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

There is some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

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

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Since January 2015 antidiscrimination considerations have been introduced into Part One of the standards. In line with schedule 10 of the Equality Act 2010, Goodwyn School has a three-year accessibility plan from April 2021-April 2024. Please see below:-

Objectives

Goodwyn 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. We are 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Goodwyn School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate needs where practicable within a reasonable timeframe.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the **curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- 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.

A gate was placed at the top of the steps in the playground to prevent

younger children from attempting to climb. An indoor gate was also placed by the nursery classrooms to keep children safe at all times.

- 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 timeframe.
- Whole school training for children with Additional needs, ADHD, learning difficulties, such as dyslexia, will recognise the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.
- Risk Assessments are written for children with a disability to ensure they are safe at all times. This is shared with all staff and parents.
- Whole school training for a child with type 1 diabetes. Adaptations have been made September 2019 – current day. These are as follows:
 - Constant communication with parents and chef
 - Snack times are changed to accommodate sugar/insulin intake
 - Adult in the hall during lunchtimes.
- Whole school training for a child with epilepsy. Adaptations have been made These are as follows:
 - Walking around the school with a 'buddy' or adult especially on the stairs or going to the toilet
 - Adult supervision during swimming. Swims by the wall which makes it easier to take him out of the pool if necessary.
- EHCP in place with 1:1 support for 3 hours, 3xweek.

Disabled access

When a potential admission of a disabled pupil is considered, we at Goodwyn School endeavour to provide any disabled child with full access to the school and all curriculum areas as much as is reasonably possible.

We review whether the access to the building including toilets, corridors and all necessary areas within it are safe and suitable. For wheelchair users, the provision of a ground floor classroom and ramp placement where appropriate to allow easy entry and exit to and from those areas, would be considered.

We ensure that the furniture (desk, handrails etc.) are appropriate and supportive of the disability.

Each child's individual needs are considered and strategies to support them are recorded on an Individual Education Plan (IEP) in school. This takes into account the needs of the child, advice from parents and other professionals such as Occupational Therapists and Speech and Language Therapists. In addition to this, a risk

assessment will incorporate a personal emergency evacuation plan.

PE lessons are conducted in a variety of locations, these and the travel involved are risk assessed and adapted as appropriate to ensure the safe access and participation of a disabled pupil.

Lessons are adapted to the particular child's needs in order that they may participate.

Offsite activities, such as trips and residential: As above, all transport and venues are fully risk assessed prior to the visit taking place and any individual need is considered with clear support strategies and access plans in place. These are fully communicated to those who require the information which may include: the child, adults on the trip, parents and carers/buddies.

Staff will be trained where necessary on the legalities, best practice and individual needs when supporting a disabled pupil.

We will endeavour to form a strong relationship with the pupil's parent/carer to ensure that we are providing the best possible form of care, well-being and education we can.

We regularly review individual children's needs and the provisions being made to ensure they remain appropriate and sufficient.

'Disabled pupils' for the purpose of this plan refers not only to those with physical disabilities but also include, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

Corporal Punishment.

Corporal punishment is prohibited for all pupils in independent and maintained schools and its use would ordinarily result in a crime being committed; a threat to use corporal punishment may constitute assault and the defence of reasonable chastisement is not available to all school staff.

The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within school premises.

The prohibition applies to all members of staff. These include all those acting in loco parentis, such as unpaid, voluntary supervisors.

Teachers may use:

'physical intervention' to avert 'an immediate danger to personal injury to, or an immediate danger to the property of, a person' (including the child). See DfE's advice for schools.

Summary

Goodwyn School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Development Plan

- Inclusion and SEND Policies
- Safeguarding Policy

The Accessibility Plan will be published on the school website and will be monitored through the Senior Leadership Team.

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The priorities for the Accessibility Plan for our school were identified by:

- SMT
- SENDCO

Written by	SENDCO and SLT
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