

## Accessibility plan



### ***Goldington Green Academy Access Plan 2022-23***

#### **Section 1: Vision statement**

*It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. This plan defines Goldington Green's plans to ensure accessibility for all members of our school community. This plan links with our Equality and Inclusion policies and should be read in conjunction with these documents. The Accessibility plan is monitored by the Deputy Head Inclusion Manager who reviews its impact annually and ensures training for all staff.*

Approved by: L Turner.....

Date: ...Jan 23 reviewed.....

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability, specifically Autism	<p>Use of TEACCH symbols and visual timetables, all staff have up to date training.</p> <p>Whole staff training Personalised training for individual staff working with specific pupils with additional medical needs.</p> <p>Adaptations for specific pupils such as personalised curriculum, hearing loop</p>	<p><b>Long term:</b> Widen the range of communication support DHT to include more staff skilled in use of PECS, Sign and use of Visual communication strategies</p> <p>Engage in the Autism in Schools project with a view to achieving the Communication Friendly Award for school</p> <p>Develop pupil and family voice</p>	<p>DHT to lead training in all areas for support DHT staff over coming year (including programs for specific pupils) and ensure new staff are fully up to date.</p> <p>DHT to link with the Autism Education Trust to lead whole staff training.</p> <p>DHT to lead CPD and liaise with the Autism in Schools project to further develop whole school practice.</p>	DHT	Aut 2022-completed

<p>Maintain access to the physical environment, responding to new pupils and staff as they join.</p>	<p>Ramps, wide doors and disabled toilets and showers in place.</p> <p>Visual signs, flashing alarm in Special provision</p> <p>New building is totally accessible for all</p>	<p><b>Long term:</b> To ensure that we maintain accessible environments which are responsive to new user needs such as gender-neutral toilets, hearing loops and any adaptations needed for visually impaired individuals or those with physical access needs.</p>	<p>DHT to monitor needs and ensure swift responses.</p> <p>DHT to ensure all users are aware of these.</p> <p>PG to ensure all maintenance is up to date.</p>	<p>DHT, PG, CS</p>	<p>Aut 2022</p>
<p>Improve the delivery of written information to pupils</p>	<p>Translated letter for parents</p> <p>Access to first language tutors who translate and support in first language</p> <p>Visually supported written work for class tasks</p> <p>Extend the role of Learning Village to support families, and increase the number of pupils accessing support.</p>	<p><b>Long term:</b> Continue to develop and support communication systems</p> <p><b>Short term:</b> Continue to increase the use of software to create visual schedules and work systems for pupils across the school</p> <p>Increase range of bilingual texts and pupil ambassadors</p> <p>Continue to develop SEND resources for individual pupils who are non verbal to communicate needs and worries.</p> <p>DHT To provide training to staff working with these pupils,</p> <p>Extend the outreach of the learning village to support EAL families in accessing information.</p>	<p>Lead training in visual communication, provide increased resources</p> <p>Continue to increase the number and range of bi lingual e texts in school (especially non fiction)</p>	<p>DHT</p> <p>TW</p>	<p>Aut 2022</p>

### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey – fully accessible in all areas (except small storage area used by staff)	Ensure any future planned new build is fully accessible	PG, CS, DHT	September 2022
Corridor access	All fully accessible	Ensure any future planned new build is fully accessible	PG, CS, DHT	September 2022
Lifts	Not needed			
Parking bays	All fully accessible	Ensure any future planned new build is fully accessible	PG, CS, DHT	September 2022
Entrances	All fully accessible	Ensure any future planned new build is fully accessible	PG, CS, DHT	September 2022
Ramps	All fully accessible	Ensure any future planned new build is fully accessible	PG, CS, DHT	September 2022
Toilets	Disabled/ Gender neutral toilets in place and accessible (x4 in school)	Ensure any future planned new build is fully accessible	PG, CS, DHT	September 2022
Reception area	All fully accessible.	Explore need for hearing loop Ensure planned new build is fully accessible	PG, CS, DHT	September 2022
Internal signage	All fully accessible, flashing warning lights in special provision	Ensure planned new build is fully accessible	PG, CS, DHT	September 2022
Emergency escape routes	All fully accessible, checked regularly.	Ensure planned new build is fully accessible	PG, CS, DHT	September 2022