

Accessibility Plan

Goonhavern School

February 2025



Written	February 2025
To be reviewed	February 2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Goonhavern Primary School is recognised as being an excellent school with a caring family ethos. Our staff set high standards and aim to ensure that all our young people achieve their best, realise their full potential and participate fully in the life of their school. Our goal is to achieve a happy, caring and close working environment with our families. We strive to achieve the very best so that your child has the skills and inspiration to be confident and believe in themselves. Education is a partnership between home and school and we put a great emphasis on our relationship with parents. Our belief is that children learn best when home and school work together for their benefit. Our dynamic and exciting curriculum creates an enjoyable education and learning environment. It provides opportunities to solve problems and process information. We believe and encourage children to take responsibility for their learning and be able to make decisions.

Goonhavern Primary School are a committed and enthusiastic staff team who want the best for our children by providing an innovative, high quality teaching which inspires a lifelong love of learning. We are excellent role models and we enable children to feel that they can achieve and feel positively about themselves. We believe our children can achieve anything and we treat all of them equally.

All classes are fully inclusive. Support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at our school children may receive varying levels of support according to their changing needs and circumstances. The levels of support and provision will vary across time for individual children in response to their individual needs and will follow the principles set out in Cornwall County Council's document 'Supporting Children and Young People with Special Educational Needs - The Graduated Response in Mainstream Schools.'

This plan will be made available online on the school website, and paper copies are available upon request. We are happy to support provision of this document in any other format or language as requested.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Cornwall Accessibility Strategy

<https://www.cornwall.gov.uk/media/35316611/cornwall-accessibility-strategy-2018-21.pdf>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

An accessibility audit takes place in school to support the development of this plan.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To always strive to increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> We differentiate our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. We adapt our resources and staffing to meet different needs in different classes. We use recommended aids, such as chromebooks, coloured overlays, visual timetables, larger font, etc. We differentiate our teaching, for example, giving longer processing times, sensory breaks, pre-teaching of key vocabulary, reading instructions aloud, etc. Our classrooms are dyslexia friendly. Displays are clear and used for the benefit of the children. 	<ul style="list-style-type: none"> Autism training for all school staff Audit other training needs across the school Ensure resources and provision for a pupil with Visual Impairment in Reception 	<ul style="list-style-type: none"> Autism training delivered by Tina Leake at next INSET day SENDCo to audit training needs Work with Karen Golder from the Vision Support Team to ensure we have all the correct training, resources and provision for the pupil 	<p>Headteacher</p> <p>SENDCo</p> <p>SENDCo and Class teachers</p>	<p>February 2025</p> <p>April 2025 update audit of training needs</p>	<p>Adults working with children with autism have received training and adopt good practice.</p> <p>All adults are skilled and confident in supporting children with a disability. .</p>

	For further details please refer to our SEN policy and Information report.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • The school site is wheelchair accessible. Ramps have been added to external classroom doors where there was previously a step. • Magnetic fittings allow corridor doors to be held open for a short period. • Corridors and classroom doors are wide enough for wheelchair access. • A disabled parking space is next to the front door of the building. • A disabled toilet and changing area is located centrally. • Two spaces are available for children to spend time in a quieter environment - the sensory room and the library. 	<p>Consider need for a ramp for exterior staff room door.</p> <p>Assess need for additional parking space</p> <p>Investigate cost of a hearing loop system installation and connect with local supplier.</p>	<p>SENDCO and business manager to discuss</p> <p>SENDCO and business manager</p> <p>SENDCO and business manager</p>	SENDCo	<p>Ramp not yet required, alternative access easily available.</p> <p>As soon as possible - Additional disabled parking would be beneficial.</p> <p>Hearing loop may be added when hall is refloored in future.</p>	<p>All exit points are wheelchair accessible.</p> <p>Adequate disabled parking available</p> <p>Hearing loop installed or ready to be installed.</p>
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	<ul style="list-style-type: none"> • To ensure documents and information are given in the preferred format within a 	<ul style="list-style-type: none"> • SENDCO with office 	SENsCo	April 2025 formats can be requested.	All visitors feel that their accessibility needs are met when visiting or receiving

	<ul style="list-style-type: none"> Dyslexia print books are available for our pupils. Talking pens support individual pupils to access print. Pictorial or symbolic representations are used to support communication. Key information is shared with families and children through texts, the school website and Facebook page, emails, letters and handouts. 	<p>reasonable time when requested.</p> <ul style="list-style-type: none"> To ensure when pupils join the school we are aware of any need to provide information in an accessible format. To actively ask visitors if they have any special requirements. 	<p>SENDCO with Early Years leader</p> <p>SENDCO with office</p>		<p>Reminder to ask visitors if they need access arrangements .</p>	information from school.
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4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

