



Godinton Primary School

Accessibility Plan September 2014 – September 2017

Vision and Values

Godinton Primary School aims to identify and remove barriers to disabled pupils in every aspect of school life. We have high ambitions for our disabled pupils and expect them to participate and achieve. We endeavour to make all children feel welcome irrespective of race, colour, creed or impairment. This commitment to equal opportunities is driven by the National Curriculum Inclusion statement and the school endeavours to provide the following:

- Teachers setting high expectations for all children.
- Suitable learning challenges;
- Respond to pupils' diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Information from Pupil Data and School Audit

The Disability Discrimination Act (DDA)/ Equality Act (2010) defines a person as being disabled if they have *'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'*. We also recognise that a physical or mental impairment is a broad definition which includes children with a wide range of impairments including physical and sensory such as speech and language needs, learning disabilities and medical needs such as diabetes where the effect of the impairment on the pupil's ability to carry out normal day - to -day activities is adverse, substantial and long - term.

Godinton Primary School recognises the overlap between the definition of disability in the Disability Discrimination Act and the definition of Special Educational Needs in the Education Act (1996). We understand that many children who have SEN will also be defined as having a disability under the definition from the Disability Discrimination Act.



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The school currently has a population of 419 pupils, 9 % of which have a Special Educational Need or needs that could be described under the DDA as disabled. Those pupils with Special Educational Needs (SEN) that can be categorised as disabled under the definition from the DDA are detailed below:

Nature of Need	Number of children (On role or siblings disclosed by parents)	Number of adults (staff or disclosed by parents)
Diabetes	1	2
Hearing Impairment	0	0
Visual Impairment	1	0
Physical disability	3	?
Specific Learning Difficulty e.g.Dyslexia	28	0
Tourettes Syndrome	0	0
Speech and Language	9	0
Central Auditory Processing Disorder (CAPD)	0	0 Check with Angie on info gathered from parents.
Social, Emotional and Mental Health Difficulties	1	0
Autistic Spectrum Disorder/ Aspergers Syndrome	3	0
Other	1	0



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Pupils are supported in the school through pupil progress meetings, class and individual provision maps, small group work and 1:1 support as necessary. We have also accessed Outreach from our local special school The Wyvern for our most vulnerable pupils. We use a graduated approach to supporting our pupils with Special Educational Needs and Disabilities (SEND hereafter) and enable them to have access to universal provision, targeted short term intervention and long term, personalised learning as required. We use a plan, do, review cycle to monitor the provision of our children through our use of provision maps, sen support plans and parents evening three times per year for pupils with SEND.

We currently have a high pattern of attendance, no fixed term exclusions and 0 internal exclusions.

All disabled pupils have equal access to off site activities and provision for this is detailed on risk assessments. We achieve this by having good contact with our parents and carers about these matters.

It is expected that if current disabled pupils or future disabled pupils should have some difficulty in accessing the curriculum due to the nature of the equipment, this will be provided. The school currently has a class set of laptops and 15 iPads with a range of Apps available to support learning and access to the curriculum. If small equipment such as adapted scissors, smaller computer mice, coloured labels on keyboards, adapted SAT's papers or adaptation to P.E. equipment, for example, are necessary these will be provided. Adaptations to the curriculum will be made where necessary to support disabled pupils and advice will be sought from outside agencies such as the health teams or outreach support from local schools as required.

Disabled pupils in the school may have their needs identified and recorded through the use of an inclusion or medical care plan as necessary. This is a long-term document that details any adaptations, considerations or requirements that the pupil might need. These are reviewed regularly due to the long-term nature of the document and shared with parents. Often, an



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individual target which is different to our curriculum targets will be provided for children identified as having SEN in their area of need or a Gift or Talent.

The physical environment of the school is mostly flat with a large grassy field and tarmac playground area. An assessment of the schools grounds and internally has been made and deemed to be manageable for wheelchair users apart from a slight elevation on the playground by one of the entrance doors. All external doors can be assessed by a wheel chair. Internal doors can be assessed by a wheel chair if they are kept open with a door wedge; doors cannot currently be accessed by any electronic means apart from the main entrance to the reception area. The immediate environment of pupils with specific physical needs will have reasonable adjustments made to it to support their access to the school.

The school has a policy on medicines and children are able to receive prescribed medicine at the school office. All medicines given are recorded and signed by the person giving the medicine. Parents must complete a permission form for this that details the medicine to be administered and in what dose. Parents are requested to complete a medical needs form annually and this information is stored in the class registers to give class teachers easy accessibility.

The school also has a personal care policy which encourages the school and parents to work together. We now have a medical room where personal care needs can be attended to. This includes a disabled toilet and shower which can be used as necessary.

Pupils are assessed for their academic progress six times a year and analysis for pupils progress is undertaken regularly. The teaching staff produce a class provision map which identifies children who are at risk of underachievement, considers what their barriers to learning are and explains what has been put in place to support them. They also undertake a data analysis task prior to the pupil progress meeting. Any barriers to learning and key points from the discussion are recorded by the Senco assistant who attends all meetings with the Deputy Head and Assistant Head for Inclusion. Pupil progress is



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discussed with staff three times per year. A data pack of information is produced for all staff to have access to annually in order to track progress over time. Pupil assessment is ongoing through class based daily assessment of progress with learning objectives as well as there being a structure for school based testing using SAT's and optional SAT's papers. Any progress issues are discussed with the Deputy Head teacher and Assistant Head -Inclusion at the pupil progress meeting and as necessary during the year. Development of assessment materials for children who do not meet the levels of attainment required for a score using the optional SATS tests has been achieved and the school uses APP records and in some cases BSquared assessment materials to support this.

The emotional well being of all pupils at Godinton Primary school is valued and promoted through the employment of the Pastoral Care Team - a Family Liaison Officer as well as provision for pastoral support. This support could include regular meetings with family members, early help intervention, bereavement support and interventions regarding anxiety or self - esteem. We have a whole school target system to promote emotional well-being as well as a well organised house point system which encourages the children and motivates them to do well.

At Godinton Primary School we endeavour to approach the support that we provide for pupils with Special Educational Needs and Disabilities in a positive and productive manner. We aim to work with parents to ensure that the best possible care and provision is made available to their child and themselves. We hope to tailor provision to the individual needs of those pupils and in doing so ensure that they are able to achieve their full potential in our setting. Any adaptations to the environment or curriculum access are made wherever possible and we regularly review what works with our parents, carers, staff and pupils.



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Views of those consulted during the development plan

Parent questionnaires are sent to parents to gather their views on key areas of school life. These documents are revised yearly and questions have now been included that seek to find out more detailed information about the views and aspirations of all parents in the school of the schools attitude and emphasis on inclusion and reducing discrimination. Developments with the website will enable parents to comment upon school policies as they are reviewed and policy documents. An additional questionnaire is sent to parents annually asking them to disclose whether they are disabled and the nature of their disability as well the needs of their children in case they are not known to us. Members of the Disability Equality Working Party were involved at each step of this plans review and creation. An electronic copy of this plan is available on the school website.

New Consultation to be arranged for new plan in September 2017

Key to acronyms: SMT = Senior Management Team

1) INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

SHORT TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff Involved
To develop a consistent approach to how the children approach expressing their feelings and	Introduce an Emotional Well -being toolkit to all classrooms	<ul style="list-style-type: none"> • Devise a wellbeing toolkit which is accessible for all children. • Provide the resources to staff to enable this to 	September 2014	FLO & Pastoral Support



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emotions.		<p>be displayed in all classrooms.</p> <ul style="list-style-type: none"> All classrooms have a well - being toolkit which is used effectively. 		
To generate a process of assessment and evaluation for the intervention work that is carried out for pupils with pastoral care needs within the school.	Discuss possible strategies with Assistant Head - Inclusion, Deputy Head, FLO and Pastoral Care TA.	<ul style="list-style-type: none"> Devise a method of evaluation to be used at the beginning of a block of work and at the end of a block of work. Consider the use of Strengths and difficulties questionnaires to replace existing questionnaires and/ or The Boxhall Profile. System is in place and used for all children experiencing this intervention. 	September 2014	Pastoral Care TA Assistant Head Inclusion FLO
To ensure that new Pastoral Care TA has the appropriate levels	Source suitable training which is in addition to current	<ul style="list-style-type: none"> Source where training is available. Pastoral Care TA 	September 2014	Assistant Head - Inclusion Pastoral Care TA



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of training to provide intervention for bereavement and loss as well as nurture groups.	levels of training.	<p>undertakes training in bereavement and loss support.</p> <ul style="list-style-type: none"> • Training is completed for running Nurture groups as required. 		
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REVIEW SHORT TERM TARGETS - JUNE 2016

<u>TARGETS</u>	<u>SUCCESS CRITERIA MET?</u>	<u>NEXT STEPS/ NEW TARGETS FOR 2016/17</u>
To develop a consistent approach to how the children approach expressing their feelings and emotions.	Yes	Whole school review of motivation and reward system ready for academic year 2016/17 linked to emotional wellbeing and motivation.
To generate a process of assessment and evaluation for the intervention work that is carried out for pupils with pastoral care needs within the school.	Yes - Strengths and difficulties questionnaires in place at the beginning and end of an intervention. Completed by parents and teachers.	Consider developing training around use of the Boxhall profile in school.
To ensure that new Pastoral Care TA has	In place - Mrs Stapleton has a PGCE	N/A



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the appropriate levels of training to provide intervention for bereavement and loss as well as nurture groups.	in Well being and mental health. Course completed in academic year 2015/16 on bereavement and loss. Experience of CBT approach and Nurture groups.	
To develop a consistent approach to how the children approach expressing their feelings and emotions.	This has been nurtured by the well - being toolkit.	N/A

MEDIUM TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff involved
To develop the use of the Leuven Scales throughout the school.	Investigate how Leuven scales are used in other schools - consider if this is useful or relevant for our school. Visit other schools that use them	<ul style="list-style-type: none"> • Leuven Scales are explained to all staff. • How they could be used in school is considered. • Curriculum leaders input into how and if they are to be used in school. • Decision is made regarding adopting the scales as a 	March 2016	SMT FLO Pastoral Care TA



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	effectively to discuss effective methods of use.	means of measuring the emotional well - being of our children.		
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REVIEW MEDIUM TERM TARGETS - JUNE 2016

TARGETS	SUCCESS CRITERIA MET?	NEXT STEPS/ NEW TARGETS FOR 2016/17
To develop the use of the Leuven Scales throughout the school.	Leuven Scales in place for all children from Term 6 2015. Assessed three times per year and used as part of discussion during Pupil Progress Meetings.	Consider how to make parents aware that they can ask for this information or share it with parents.

LONG TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff Involved
To increase the levels of therapeutic provision available at school, specifically the availability of play/art therapy.	Investigate cost and availability of therapeutic services such as play or art therapy and the best conditions for this to be successful.	<ol style="list-style-type: none"> 1) Clear understanding of what this type of provision needs to be successful. 2) Cost implications to the school understood. 3) Space availability for therapeutic services to work from as this needs to be consistent. 	March 2017	Assistant Head - Inclusion Family Liaison Officer Head teacher Chair of Governors
To consider how	Investigate routes for	1) Investigate and cost	March 2017	SMT



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<p>training on Gardner's Multiple Intelligences could be implemented in the school, possibly through the PSHE curriculum.</p>	<p>training and how this could be included in the PSHE curriculum in the future.</p>	<p>training. 2) Discuss how this could be used in the PSHE curriculum with the PSHE coordinator and Assistant Head responsible for the curriculum. 3) Devise a plan for implementing this philosophy through the school.</p>		<p>PSHE coordinator FLO Pastoral Support TA</p>
<p>Consider how to develop the use of peer support within the school.</p>	<p>Draw on experience of Playground Buddies system and school Council. How can we develop this system further within the 3 school structure that we have (Lower, Middle, Upper) so that the children in lower and upper year groups are more familiar with</p>	<p>1) Pastoral Care Ta to consider how to develop this role throughout the school, consulting with other key members of staff. 2) Pupil feedback through questionnaire's or pupil interviews 3) Increased number of opportunities for peer mentoring between</p>	<p>March 2017</p>	<p>SMT Pastoral Care TA</p>



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	<p>each other.</p> <p>All considerations below would be across the three schools to develop peer support networks such as: Dedicated time for buddy reading between schools</p> <p>Pupils leading lunchtime clubs with adults only supervising e.g. a board game club</p> <p>Pupils led fundraising for charity with adult support</p>	<p>classes and schools.</p>		
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REVIEW LONG TERM TARGETS - MARCH 2017

TARGETS	SUCCESS CRITERIA MET?	NEXT STEPS/ NEW TARGETS FOR 2017/18
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<p>To increase the levels of therapeutic provision available at school, specifically the availability of play/art therapy.</p>		<p>For the past two years the school has supported a Psychotherapy student who is supporting some of our pupils through play based therapy sessions. In order for this to continue from September 2017 with the same person there will be a funding implication for the governing body to consider. Anecdotal evidence is suggesting that this has been an effective intervention for those children that have received it.</p> <p>? CATS funding for the future - measures of attainment - SDQ's? Talk to Anna to check.</p> <p>? Contact local colleges for students on placement, be aware that this may be working on pay therapy at a lower level of skill.</p> <p>? Collaboration with other schools.</p>
<p>To consider how training on Gardner's Multiple Intelligences could be implemented</p>		<p>School based 'Powers to Learn' focuses have superseded this but this will be held in consideration for the future.</p>



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<p>in the school, possibly through the PSHE curriculum.</p>		
<p>Consider how to develop the use of peer support within the school.</p>		<p>Paired reading with the older and younger children on World Book Day. Playground buddies in place to support younger children. Whole school sports day planned for this year. ?Lunchtime club for peer support for younger readers - logistics of lunchtimes - upper school to middle school?</p>

2) IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

SHORT TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff involved
<p>To repaint the yellow edges to steps into the Year R cloakroom.</p>	<p>SS to make PS aware of the need for this task.</p>	<p>Edges to the steps are repainted</p>	<p>Term 1 2014</p>	<p>Assistant Head - Inclusion</p>



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To replace the Friendship Bench in the playground as this is now in ill repair.	SS to resource a new Friendship Bench.	New Friendship Bench is in Situ in the playground.	Term 2 2014	Assistant Head - Inclusion
To maintain disabled access to equipment; educational visits and swimming as required and opportunities arise for all children.				

REVIEW SHORT TERM TARGETS - June 2016

TARGETS	SUCCESS CRITERIA MET?	NEXT STEPS/ NEW TARGETS FOR 2016/17
To repaint the yellow edges to steps into the Year R cloakroom.	Yes completed.	Implement rolling maintenance programme with this.
To replace the Friendship Bench in the playground as this is now in ill repair.	SS to check	
To maintain disabled access to equipment; educational visits and swimming as required and	Consideration put into place for access to swimming for a pupil with Social Emotional and Mental Health	To continue.



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opportunities arise for all children.	needs - 1:1 provision in place for the visit. Staff discuss any disability issues with the parent prior to a school trip.	
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MEDIUM TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff Involved
To contact the After School Club to ensure that safe and adequate access is available for all users using the ramp which needs to be replaced.	Steve confirmed that responsibility lies with The After School Club for repairs.	The ramp giving access to The After School Club will be repaired or replaced.	Term 2 2014/15	Chair of Governors
To consider Year R access during proposed building work once dates have been agreed.	Discuss with the builders whether a ramp can be constructed for wheelchair access should it be necessary.	<ul style="list-style-type: none"> • Discussions with the builders take place. • A plan has been agreed for disabled access during the building project. 	To be confirmed once the project dates are confirmed.	Head teacher Chair of Governors Assistant Head - Inclusion
To consider Disabled access through	Chair of governors, head teacher and	<ul style="list-style-type: none"> • Initial planning to be undertaken by the head 	TBC once plans are	Head Teacher Assistant Head -



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building regulations in the new build which will include a medical room and new disabled toilet.	assistant head - Inclusion will review plans for the new build. Share plans with DES group.	teacher and architect. <ul style="list-style-type: none"> Proposed plans to be reviewed by the Des Group. Plans available on the school website so that parents can review plans. 	drawn up - academic year 2014/15	Inclusion Chair of Governors Des working party
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REVIEW MEDIUM TERM TARGETS - June 2016

TARGETS	SUCCESS CRITERIA MET?	NEXT STEPS/ NEW TARGETS FOR 2012/13
To contact the After School Club to ensure that safe and adequate access is available for all users using the ramp which needs to be replaced.	Ramp has been replaced.	This now needs to be maintained adequately by the After School Club.
To consider Year R access during proposed building work once dates have been agreed.	Building work completed - access arranged and successfully implemented.	N/A
To consider Disabled access through building regulations in	Disability access was considered during the process and identified	Review disabled toilet for personal care needs as required.



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<p>the new build which will include a medical room and new disabled toilet.</p>	<p>needs met. New medical room, disabled toilet with shower available. Space available for personal care needs - height adjustable changing table not purchased due to lack of need.</p>	
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LONG TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff Involved
<p>To consider how to improve wheelchair access through re - organising storage in the corridors.</p>	<p>Wheelchair access is possible but if resource boxes could be stored differently this would enhance access.</p>	<ul style="list-style-type: none"> • Solutions to storage issues are considered within the plans for the new build. • Alternative forms of storage are investigated to enable the resources to be stored more securely. • Wheel chair access is improved. 	<p>March 2017</p>	<p>Curriculum Leaders</p>
<p>To consider a gradual timetable</p>	<p>Research cost and effectiveness of each system.</p>	<ul style="list-style-type: none"> • Research cost and implications of each possible adaption. 	<p>March 2017</p>	<p>Smt Staff Governors</p>



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<p>for introducing electronic doors in the corridors or intrinsic support in classrooms for hearing impaired children and adults.</p>	<p>If possible, through the New Intake meeting anticipate the needs of pupils and parents/ carers who will be joining the school in the academic years 2015/16/17. Consider if any of these groups have needs which would benefit from wither of these major adaptions to the environment?</p>	<ul style="list-style-type: none"> • Gather together information from prospective and current parents, children and staff - would either major adaptions support them? • Consider if implementing these adaptions is a cost effective and reasonable adjustment at this time. 		<p>Parents</p>
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REVIEW LONG TERM TARGETS - MARCH 2017

TARGETS	SUCCESS CRITERIA MET?	NEXT STEPS/ NEW TARGETS FOR 2016/17
<p>To consider how to improve wheelchair access through re - organising storage in the</p>		<p>Science resources are now stored in complete units. Some history resources have been moved to a cupboard space. Some boxes still remain in corridors where space is unavailable for them but thesede could</p>



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corridors.		be removed once the sale of uniform is completely online and no uniform needs to be stored in school. Wheel chair access is possible in the current state of the corridors but, consideration to turning around and going through the doors needs to be considered if doors in the corridor are closed.
To consider a gradual timetable for introducing electronic doors in the corridors or intrinsic support in classrooms for hearing impaired children and adults.		Funding implications have been an issue with this due to the large cost anticipated for replacing the doors and installing hearing loops. We currently do not have any children or adults who are hearing impaired. However, we do have a child with physical needs who may become wheelchair dependent so further consideration should be given to this in the new plan.

3) IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED



SHORT TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff Involved
To purchase 15 iPad to enable access to curriculum support to be available through touch screen technology.	<p>ICT Manager to investigate the most time and cost efficient means of running the iPad.</p> <p>System in place for charging and booking the devices.</p> <p>See ICT Plan</p>	<ol style="list-style-type: none"> 1) A compatible support system is in place for using the iPad - apple based system a possibility purely for the iPad. 2) Manageable system in place for maintenance and ongoing support by ICT manager. 3) System established with the staff regarding charging and booking out the iPad. 	Spring 2015	ICT Manager

REVIEW SHORT TERM TARGETS - June 2016

TARGETS	SUCCESS CRITERIA MET?	NEXT STEPS/ NEW TARGETS FOR 2016/17
To purchase 15 iPad to enable access to curriculum support to be available through touch	16 ipads purchased during academic year 2014/15. Used as a 'network' or ipads in classes. Booking in and out system in place for staff. Well used by the children.	SS to investigate cost of purchasing 'stand alone' ipads for use by SEN support children in key year groups initially with a view to build up to 1 ipad per year group, then 1 ipad per class for this so that apps etc. can be



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screen technology.	Use of Apps with SEN conference attended by SS in March 2016.	uploaded by CT's as needed and use they can be available more easily for individual use.
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MEDIUM TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff Involved
Review procedures for enabling access to the curriculum for our known disabled children and parents.	Gather feedback from parents and carers through the coffee morning group or info gather questionnaire. Ask staff to consider how the curriculum and delivery is adapted for disabled pupils within their care.	1) Make an initial assessment of current procedures at a DES working party meeting. 2) Devise questionnaire or an adaption to the existing questionnaire for parents to gather their feedback regarding accessibility of information. 3) Make any adaptations necessary to improve provision.	March 2016	DES group Teaching Staff SMT

REVIEW MEDIUM TERM TARGETS - June 2016

TARGETS	SUCCESS CRITERIA MET?	NEXT STEPS/ NEW TARGETS FOR 2016/17
Review procedures for enabling access to the curriculum for our known disabled children	No	SS to present current practise at next DDA Mtg and gather feedback from members.



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and parents.		
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LONG TERM

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	Staff involved
To be confirmed in March 2016 once the needs of any new children are known.	To be confirmed after next meeting as this will link to a review of current practises.			

REVIEW LONG TERM TARGETS - MARCH 2017

TARGETS	<u>SUCCESS CRITERIA MET?</u>	<u>NEXT STEPS/ NEW TARGETS FOR 2017/18</u>
		<p>No Target was inserted because no specific needs have been identified.</p> <p>An additional ipad has been purchased specifically for the provision of pupils with SEND and further ipads are planned to be bought for SEND specifically.</p>



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MAKING IT HAPPEN - Management, coordination and implementation

The Governing Body	The governing body will: <ul style="list-style-type: none">• Take responsibility for the accessibility plan.• Develop a mechanism for ensuring that the plan is being implemented and making a difference.• Report on the accessibility plan annually and how this may be shared with parents.• Will discuss and evaluate annual reviews of short, medium and long term targets that will be provided by the senior management team of the school as shown on the three key areas for development of the plan.• In conjunction with the management team of the school, consider and collate evidence to support the implementation of the plan.
Making the plan available	<ul style="list-style-type: none">• School and governing body to ensure that the plan is available to parents and visitors.• Ensure the plan is free from jargon, acronyms and is easy to understand and follow.
Co- ordination	<ul style="list-style-type: none">• Ensure that the accessibility plan becomes embedded in the School Improvement Plan (SIP) over the three year time scale.• Ensure that all staff are aware of the plan and their role in supporting and implementing it.• Ensure that all policies and plans make reference to the accessibility plan as appropriate and the Disability Discrimination Act as they are reviewed in the planned programme of review set by SMT and the governing body. Any modification to plans and policies will need to be made accordingly.



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4) MAKING IT HAPPEN - Management, coordination and implementation Contd.

	<ul style="list-style-type: none">• The accessibility plan links directly with the following policies:<ul style="list-style-type: none">➤ Behaviour➤ Personal Care➤ Equal opportunities➤ SEND and information Report / Inclusion➤ Positive Handling/ Moving and Handling policy➤ Safer Recruitment
Resources	<ul style="list-style-type: none">• Ensure that access to funding for all 'reasonable adjustments' are researched and a financial commitment is made to adjustments to the school grounds and or additional resources for school.
Implementation <i>As indicated on plan itself</i>	<ul style="list-style-type: none">• Ensure time scales on the plan are adhered to as closely as possible.• Ensure that all staff are aware of their roles and responsibilities in meeting the plan.• Ensure success criteria are evaluated in the review and evaluation process.



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