

Accessibility plan



Goldington Green Academy Access Plan 2023-2024

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 of Inclusion who reviews its impact annually and ensures training for all staff.

Approved by: L Turner.....

Date: November 2023

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 working in the unit to 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>Long term: Widen the range of communication support DHT to include more staff skilled in use of speech and language strategies and use of visual communication strategies</p> <p>Develop pupil and family voice</p>	<p>DHT to supply training for support staff that work with individuals</p> <p>Staff from the ASD provision to work with staff in the mainstream to support pupils with ASD.</p> <p>DHT to link with the ASD units and special provision in Bedford Borough.</p>	DHT	Aut 24
Maintain access to the physical environment, responding to new pupils and staff as they	<p>Ramps, wide doors and disabled toilets in place.</p> <p>Visual signs, flashing alarm in Special provision</p> <p>New building is totally</p>	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>DHT to monitor needs and ensure swift responses.</p> <p>DHT to ensure all users are aware of these.</p>	DHT, PG	Aut 24

join.	<p>accessible for all</p> <p>Accessibility plan to be assessed and adaptations made for pupil's individual needs e.g. walking frames.</p>	.	PG to ensure all maintenance is up to date.		
Improve the delivery of communication to pupils	<p>Translated letter for parents if required.</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>Email parents to provide translation apps to be used.</p> <p>Provide interpreters when required.</p>	<p>Long term: Continue to develop and support communication systems</p> <p>Short term: Continue to increase the use of software to create visual schedules and work systems for pupils across the school Increase range of bilingual texts.</p> <p>Continue to develop SEND resources for individual pupils who are non verbal to communicate needs and worries. 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 for support staff, provide increased resources</p> <p>Continue to increase the number and range of bi lingual e texts in school (especially non fiction)</p>	DHT TW	Aut 2024

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	TBC when any build is planned.
Corridor access	All fully accessible	Ensure any future planned new build is fully accessible	PG, CS, DHT	TBC when any build is planned.
Lifts	Not needed			
Parking bays	All fully accessible including 2 disabled parking bays.	Ensure any future planned new build is fully accessible	PG, CS, DHT	Completed.
Entrances	All fully accessible	Ensure any future planned new build is fully accessible	PG, CS, DHT	Completed TBC when any build is planned.
Ramps	All fully accessible	Ensure any future planned new build is fully accessible	PG, CS, DHT	Completed TBC when any build is planned.
Toilets	Disabled/ Gender neutral toilets in place and accessible (x4 in school)	Ensure any future planned new build is fully accessible	PG, CS, DHT	Completed TBC when any build is planned.
Reception area	All fully accessible.	Ensure planned new build is fully accessible	PG, CS, DHT	Completed TBC when any build is planned.

Internal signage	All fully accessible, flashing warning lights in special provision	Ensure planned new build is fully accessible	PG, CS, DHT	Completed TBC when any build is planned.
Emergency escape routes	All fully accessible, checked regularly.	Ensure planned new build is fully accessible Pupils who are unable to understand or are physically able have an individual risk assessment in place to support.	PG, CS, DHT	Completed- TBC when any build is planned. Aut 23 Risk Assessments in place for 2 pupils.