



Goldwyn School

Accessibility Plan

Review Body:	Mark Sibley/Sarah Hopker/Kerry Greene
Review Period:	Every 3 Years
Last Reviewed:	June 2024/ June 2025/ July 2026
Review Date:	June 2027
Date Approved:	10 July 2024

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

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

The Purpose and Direction of the School's Plan: Vision and Values:

Goldwyn School creates a challenging and inspiring learning environment, where staff work together to encourage all students to reach their full potential. We celebrate the success of our students and encourage their individual talents and skills. We aim to maximise their access to and engagement with social and educational settings and provide choices and opportunities which are appropriate to their present and future needs and aspirations.

Goldwyn School works towards providing learning opportunities where students experience:

- A sense of personal security
- Enjoyment of learning
- Respect and being valued
- Supportive relationships
- Sharing their lives with positive adult role models
- Clear, flexible boundary setting
- Successful achievement boosting their self –esteem
- Opportunities to obtain academic and/or vocational qualification
- A chance to flourish and exercise personal responsibility

*Through developing personal resilience and providing students with the motivation to succeed
Goldwyn School encourages students to be the best that they can be!*

The school uses research and evaluated methods to develop a curriculum that is appropriate and engages our students. Social and Emotional development underpins our philosophy of care and educational delivery (see Goldwyn Learning Ladder linked to Maslow) and all staff are committed to the Goldwyn Charter which outlines our expectations of ourselves as professional, compassionate and positive role models.

Across each Goldwyn Pathway, a considered, planned and holistic curriculum 'The Whole Child Curriculum' offer is designed to meet the needs of the whole child, ensuring that students' SEN needs do not create a barrier to learning.

All staff are aware of the transitional EHCP outcomes for every student and they plan lessons that ensure appropriate support is in place to enable students to reach their potential, both academically and personally.

All students at Goldwyn will benefit from

- An outstanding, relevant and inclusive education delivered appropriately.
- Help to build strategies to support individual needs and overcome personal barriers.
- Staff trained to work effectively with students to actively build confidence and resilience and enable personal effectiveness within school and their local communities.
- An environment that places high value on emotional wellbeing, recognising individuals emotional needs and placing emphasis on safeguarding and good mental health.
- Individualised and relevant transition planning.
- Close working relationship between family and external agencies.
- Specialist support from a highly trained and experienced professional staff team.

We assess the holistic progress our students are making through regular “Progress Reviews” meetings. Students’ curriculum attainment, Boxall scores, attendance, REACH points, ECHP targets and Communication and Interaction skills are collated and reviewed by a multi-disciplinary team of teaching, learning support and pastoral staff). These meetings will identify both positive achievement and will highlight any underachievement which requires more bespoke intervention, to be delivered within the classroom, through Goldwyn Time of via referral to external agencies. Senior leaders within the school participate in and oversee the process, which in turn is reported to Governors.

The plan will be made available online on the school website, and paper copies are available upon request.

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

We are working within a national framework for education inclusion provided by:

- Children and Families Act 2014
- Special education needs and disability code of practice: 0 to 25 years (June 2014)
- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2015
- Equality Act 2019
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED inspection.

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 students, parents, staff and governors of the school.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Learning & Inclusion Committee.

Action Plan

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

AIM	CURRENT GOOD PRACTICE	STRATEGY	OUTCOME	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	Training for teachers on differentiating for curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of students' needs with regards accessing the curriculum	Increase in access to the National Curriculum
	All out of school activities are planned to ensure the participation of the whole range of students	Review of out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for all students
	Training for TAs as appropriate to ensure skills and positive attitude necessary to ensure all students are fully included in the learning process	Teacher/TA meetings INSET	TAs are proactive in recognising and taking initiative to support teacher	
	Provide alternative ways of giving access to experience or understanding for students who cannot engage in particular activities (i.e.PE)	Consider needs of students and ensure range of activities available	No student is denied their entitlement to physical activity	All students included currently Review on individual basis

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	OUTCOME	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The school environment is adapted to the needs of students as required. This includes: • Low threshold entrances • Clear/easy access along corridors • Corridor doors held back on magnets • Access ramps • Lift for 1st floor access • Corridor width • Disabled parking bays • DDA compliant toilets • PEEP implemented when required.	Ensuring that good practice is maintained to allow for easy access in and around the building. Checks carried out termly during the Visual Inspection of Premises report by Health & Safety Manager.	Visual Inspection of Premises report completed each term	Unrestricted access to all

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	OUTCOME	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	Raise the awareness of adults working at and for the school on the importance of good communication systems	Arrange training courses	Awareness of target group raised	School is more effective in meeting the needs of students
	Maintain Leading Parent Partnership Award (LPPA)			

