



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

Accessibility Plan

Statement approved:	June 2022
Statement Review date:	June 2023
Governor Responsibility:	Full Governing Body

Our federation ethos was recently developed following a period of consultation with all stakeholders. 'Working together to be the best that we can be' is central to everything that we do at both schools and is underpinned by distinct Christian Values at Goldsbrough.

Those who see our schools and pupils in action begin to appreciate the ethos of our school community, the values that guide our interactions and the spirit with which we support each other at work and at play in order that everyone can access opportunities that **INSPIRE** and **NURTURE** so that everyone can **BELIEVE** and **ACHIEVE**.

All pupils understand and can personally invest in our aims and ethos. Our 'purple brick' values are revisited with pupils each year so that all members of our school community are able to play a key role in maintaining our school's positive atmosphere for learning, friendship and achievement. Our pupils at Goldsbrough explore bible stories and the teachings of Jesus that underpin these values.

Our pupils – from EYFS to Y6 – are able to represent this ethos and our values in their actions, words and behaviours.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

**where the term 'parent' is used in this document, we acknowledge that the role of 'parent' may be undertaken by a guardian or carer.*

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act, a person has a disability if:

- The person has a physical or mental impairment, and
- The impairment has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The governing board and senior leaders will undertake an annual accessibility audit.

The Governing Board and Senior Leaders will undertake an annual Accessibility Audit.

The Audit will cover the three following areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including but not limited to the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents.
- The Head teacher and other relevant members of staff.
- Governors.
- External partners.

The Accessibility Plan below for Goldsborough C.E. Primary School contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Goldsborough CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

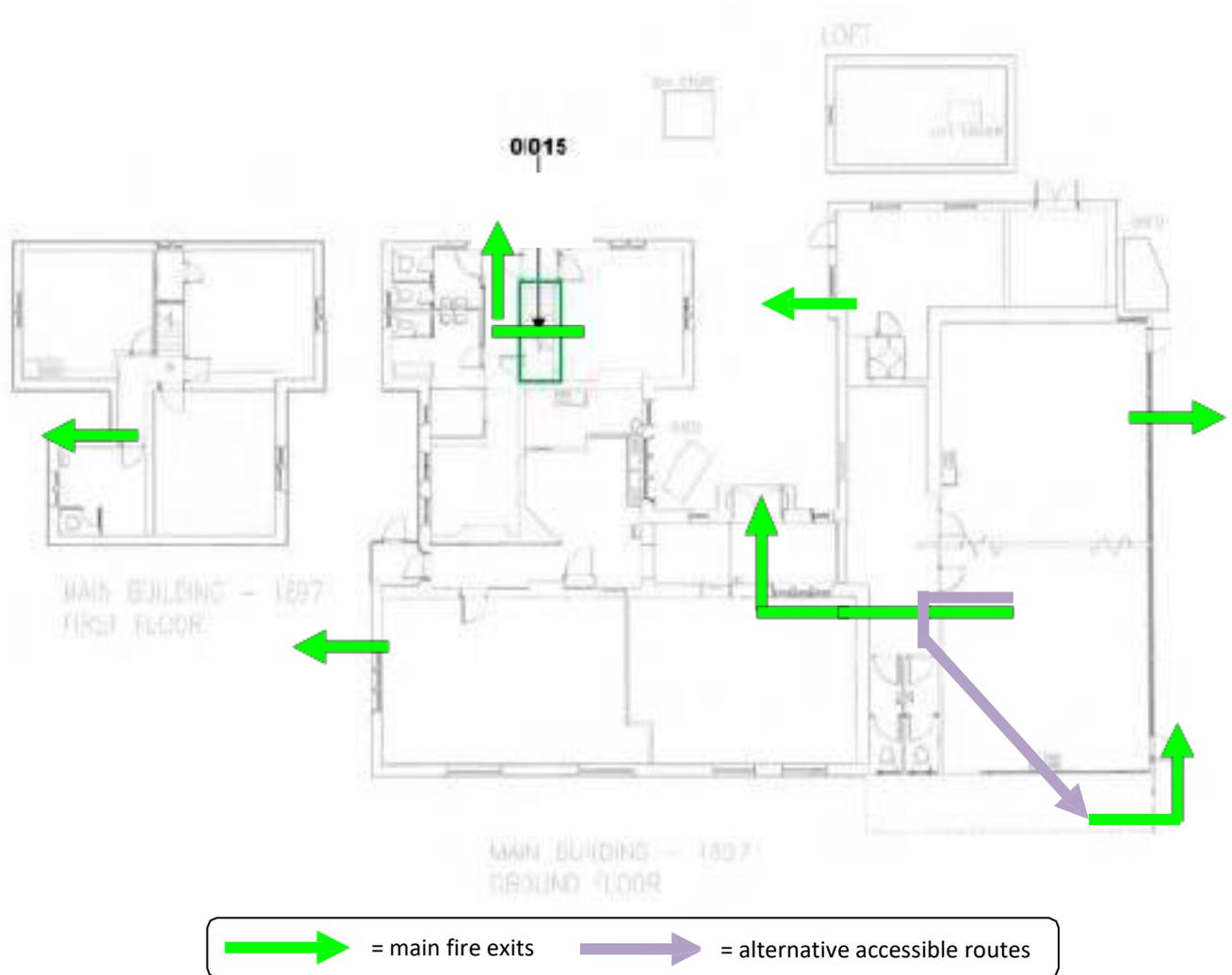
Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the Goldsborough Sicklinghall Federation's websites.

Its priorities for the School's accessibility Plan were identified by:

- The Governing Board
- The Headteacher
- The SENCO

A plan of Goldsbrough CE Primary School Buildings showing areas of accessibility is shown below:



Goldsbrough CE Primary Accessibility Plan – Physical Access

Reference	Item	Activity	Timescale	Cost
PA - 1	Improve evacuation routes to assembly point in the playground	Level floor space to Class 1,2 and 4 to ensure equal level access to all classrooms, hall and fire exits.	Previously discussed with the Local Authority. Currently not a priority due to pupil, parent and staffing requirements. This will be revisited annually during monitoring visits.	£250,000
PA - 2	Improve access to and from the school office, including the removal of the step at the main entrance.	Removal of the step to create a ramped main entrance to school and/or new access point along the pathway to the pupil entrance.	Currently not a priority due to pupil, parent and staffing requirements. This will be revisited annually during monitoring visits.	£10,000-30,000
PA - 3	Create ramped access from both Class 1 and 2 to the outdoor play area.	Removal of steps, creation of ramps in their place.	Currently not a priority due to pupil, parent and staffing requirements. This will be revisited annually during monitoring visits.	£5,000-15,000

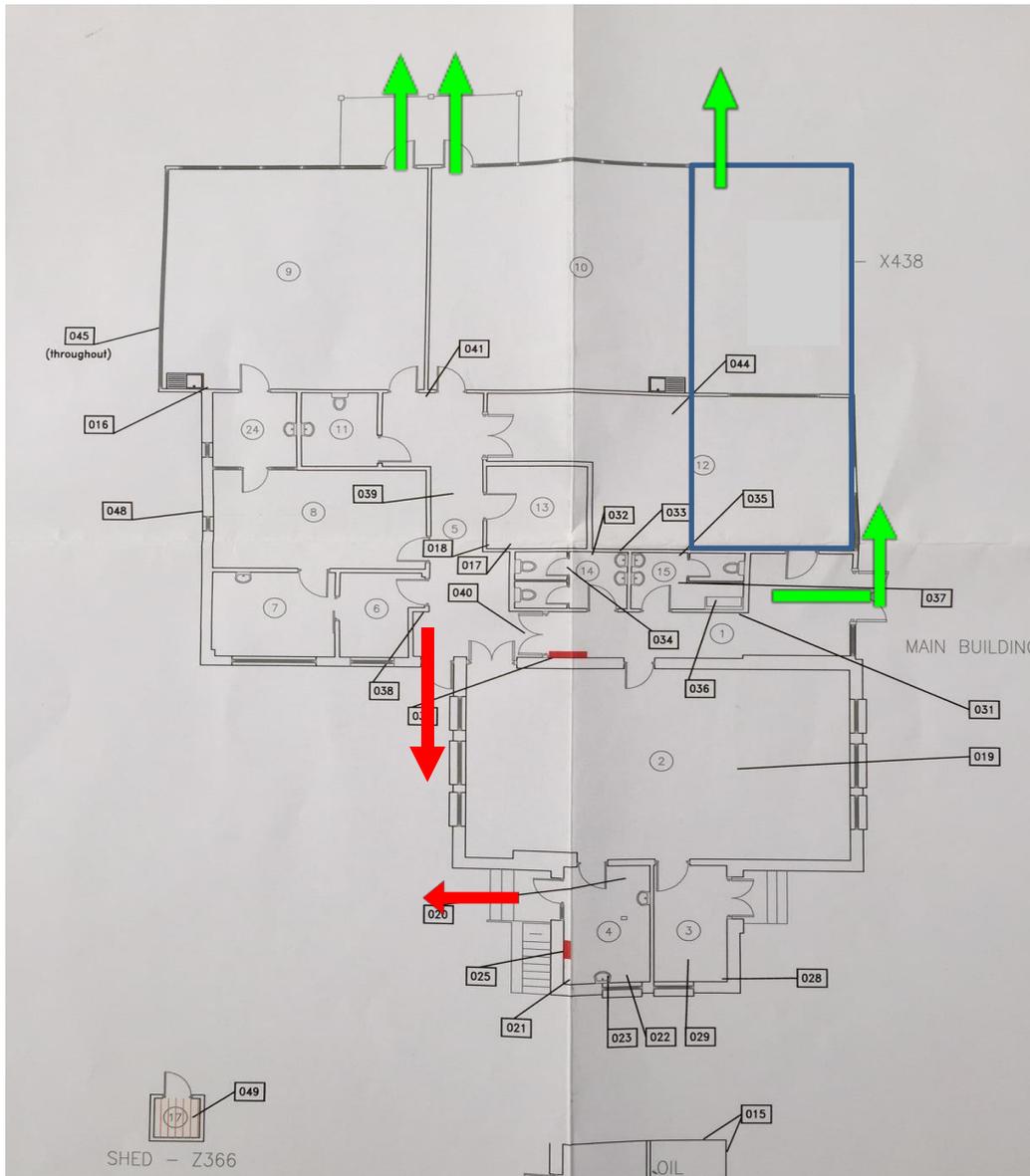
Goldsborough CE Primary Accessibility Plan – Curriculum Access

Reference	Item	Activity	Timescale	Cost
CA - 1	Learning Environment	SENCO to lead review of the Learning Environment from Inclusive perspective.	September 2022 Reviewed annually	½ day SENCO release day + staff meeting time to share findings and plan
CA - 2	SEND Support plans and Curriculum provision	Class teachers and SENCO to ensure SEND pupils are planned for, supported and have equal access to curriculum content.	SENCO, Subject Leaders and Governors to review as part of the Curriculum monitoring cycle.	
CA - 3	Resources to support SEND pupils in all necessary curriculum areas.	Class teachers to review organisation of access to resources in individual classrooms and ensure labelling is clear and signs are inclusive and promote independence. School leaders to monitor.	September 2022 Reviewed annually	Staff meeting time
CA - 4	Training and links	Provide appropriate and relevant ongoing training to all staff on inclusion (inc. LAC and Attachment)	Staff training cycle Reviewed annually (and when new pupils arrive in school)	Staff meeting time/ training day

Goldsborough CE Primary - Information Access

Reference	Item	Activity	Timescale	Cost
IA - 1	Effective communication with parents and the community	Information presented in a variety of ways e.g. email/text and on school website. Parents made aware that they can contact school should they require alternative arrangements for contact. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides and parent sessions run for key or new areas e.g. phonics, maths mastery, assessments.	In place and ongoing	Administration time
IA - 2	Access to information with parents and carers for whom English is an additional language	Website translator	In place and ongoing	
IA - 3	Flexible and straight forward communication between home and school	Telephone answer machine Email contact Web contact form Text message ParentMail forms management	In place and ongoing	£438 annual cost for ParentMail

A plan of Sicklinghall Community Primary School Buildings showing areas of accessibility is shown below:



Goldsborough CE Primary Accessibility Plan – Physical Access

Reference	Item	Activity	Timescale	Cost
PA - 1	Improve evacuation routes from the main school office and from the kitchen area through removal of steps.	Remove steps and add ramps to both the kitchen and main entrance to school	Previously discussed with the Local Authority. Reviewed annually (or on arrival of new children or staff).	£10,00 - £20,000

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