



# Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns, you should contact our Designated Safeguard Leads Adam Samson, Nick Maclver, Louise Munz, Kate Wilkinson and Nancy Kirby

## SCHOOL ACCESSIBILITY PLAN

**This policy was reviewed: Summer 2023**

**This policy will be reviewed next: Summer 2024**

**This policy will be reviewed by: The Resources Committee**

### Introduction

This plan has been drawn up in accordance with the planning duty in the [Equality Act 2010](#), as amended by the [Special Educational Needs and Disability Regulations 2014](#). It draws on the guidance from :-

[Special Educational Needs and Disability Code of Practice: Statutory Guidance 2015](#)

The policy should also be read in accordance with the school Equality Policy.

### Definition

Disability is defined by the Equality Act 2010:

*"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal daily activities."*

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. This is underpinned by the schools commitment to the UN Convention on the Rights of the Child and the articles within with particular regard to [Article 2 - The Convention applying to every child without discrimination](#).

### Principles

Compliance with the Equality Act is consistent with the school's Equality Policy, and the operation of the school's SEND policy and the school's commitment to Respecting the Rights of the [Child UNICEF agenda](#).

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an [Accessibility Plan](#).

The school will:

1. Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

2. Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum by:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Policy Into Practice**

#### **a) Education & related activities**

The school will continue to seek and follow the advice of LEA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

#### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

#### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

#### **Action Plan**

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met. [Appendix 1]

#### **Linked Policies**

This Accessibility Plan will contribute to the review and revision of related school policies

- [School Improvement Plan](#) (including premises)
- [SEND Policy](#)
- [Equality Policy](#)
- Curriculum Policies

Appendix 1  
Accessibility/Equality Objectives/Action Plan

Short Term - Education and Related Activities

| Target   | Strategies  | Timescale                      | Responsibility                            | Success Criteria   |
|--|---|--------------------------------|---|--|
| <i>To liaise with feeder infant schools to review September intake</i>                               | To identify pupils who may need additional support<br>HT to spend time meeting new children from main feeder schools post 'Bump Up' Day | May 2023 onwards and each year | HT<br>LS Phase Leader<br>Bursar<br>SENCO  | <i>Procedures additional policies and equipment to be updated by Sep each year as required</i> |
| <i>To review all statutory policies to ensure that they reflect inclusive practice and procedure</i> | To comply with Equality Act 2010 and legal duty within schools  | Ongoing                        | SLT<br>Governors (Safeguarding Committee) | <i>All policies clearly reflect inclusive practice and procedure</i>                           |

Short Term - Physical Environment

| Target   | Strategies   | Timescale   | Responsibility                                   | Success Criteria   |
|--|--|-------------|--|--|
| <i>Improve physical environment of school environment</i>      | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing     | HT<br>Bursar<br>Governing Body<br>School Council | Enabling needs to be met where possible.<br><br><i>School is accessible to all members of the school community</i> |
| <i>Ensuring all with a disability are able to be involved.</i> | Create access plans for individual disabled children as part of IEP process<br>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.   | As required | All teaching and non-teaching staff<br>SENCO     | <i>Enabling needs to be met where possible</i>   |
| <i>Improve physical environment of school environment</i>      | The school will take account of the needs of pupils, staff and visitors with physical difficulties and   | Ongoing     | HT<br>Bursar<br>SENCO                            | <i>Enabling needs to be met where possible</i>   |

|  |   |  |  |   |
|--|---|--|--|---|
|  | sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and facilities that are more accessible and fittings. |  |  |   |
| <i>To maintain accreditation of Healthy Schools GOLD award and achieve UNICEF Gold Award</i> | Continue to work towards Healthy Schools targets and criteria to achieve the RRS Gold Award   | Ongoing (Mar 2023 Unicef RRS Gold Accreditation Day) | PSHE/Healthy School Co-ordinator<br>HT | <i>Securing and maintaining Gold standard for Healthy Schools and Silver Mark for Unicef RRS standard</i> |

#### Short Term - Provision of Information

| Target   | Strategies                                    | Timescale | Responsibility   | Success Criteria                                       |
|--|---|-----------|--|--|
| <i>To establish close liaison with outside agencies for pupils with ongoing health needs</i> | To ensure collaboration between key personnel | Ongoing   | HSLW/Attendance<br>Lead<br>SENDCO<br>Class Teachers<br>DSL<br>DDSL | <i>Advice taken and strategies adopted in classes.</i> |

