



# Accessibility Policy

Date agreed by Governors	Summer 2022
Next Review	Summer 2024

Linked Documents
Anti-Bullying Policy
Admission Policy
Collective Worship Policy
Child Protection and Safeguarding Policy
Educational Visits Policy
Equality Act 2010
Equalities Policy
Health & Safety Policy
Online Safety Policy
Staff Code of Conduct
Whistle-Blowing Policy



**The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:**

- Article 2: All children have equal rights, whatever their ethnicity, gender, religion, language or any other status.
- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children.
- Article 6: Every child has the right to life and to develop to their full potential.
- Article 9: Children should not be separated from their parents unless it is in their best interests.
- Article 12: Every child has the right to express their views, feelings and wishes in all matter affecting them, and to have their views considered and taken seriously.
- Article 19: Governments must do all they can to ensure children are protected from all forms of violence, abuse, neglect and bad treatment.
- Article 25: If a child has been placed away from their home, they have the right to a regular review of their care.
- Article 28: Every child has the right to an education and discipline must respect children's dignity.
- Article 29: Educations must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 32: Children must be protected from economic exploitation and work that might cause them harm.
- Article 33: Children must be protected from the use, production or distribution of illegal substances.
- Article 34: Children must be protected from all forms of sexual abuse and exploitation.
- Article 35: Children must be protected from being sold or moved illegally for the purpose of exploitation.
- Article 39: Children who have experienced abuse or trauma receive special support to help them recover.

**School's Purpose:** To prepare pupils for lifelong success

**School's Vision:** At Godwin Junior School we:

- Value everyone
- Instill a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

## **School Context**

Godwin Junior School is located in Forest Gate within the London Borough of Newham. It is a four-formed-entry, maintained community school for pupils aged between 7 and 11 years of age. Our local community is a diverse one; this is reflected in our school population.

## **Vision statement**

It is a requirement under the Equality Act 2010 for schools to have an Accessibility Policy, which includes an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the Equality Act is that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

In line with the Equality Act of 2010, each child who joins Godwin Junior School will be welcomed and valued regardless of race, gender, disability, belief, sexual orientation, age or socio-economic background. This Accessibility Policy focuses on a wide range of disabilities associated with pupils with severe learning difficulties and profound and multiple learning difficulties.

At Godwin Junior School, pupil achievement is celebrated in a pupil-centred teaching and learning environment. Excellent progress and achievement at school enables pupils to be as independent as possible, so that they make the most of opportunities when they transition to secondary school and the wider world. This Policy takes into consideration the debilitating impact of Covid-19 on the mental health of some people, and action will be taken to cater for and support the needs of such individuals in line with the Equality Act.

The purpose of the Accessibility Policy and Plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Definition of disability under the Equality Act 2010: *“A person has a disability if— the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities.”* <https://www.legislation.gov.uk/ukpga/2010/15/section/6>

### The Accessibility Plan – March 2022

- To increase access to the curriculum for pupils with special educational needs and/or disability (SEND).
- To improve and maintain access to the physical environment for pupils with special educational needs and/or disability.
- To improve the delivery of written information for pupils with special educational needs and/or disability.

Intent	Implementation Success Criteria	Lead / Group	Impact: Review November 2023	Review date
Increasing accessibility to the curriculum for pupils with SEND who are not able to access the National Curriculum at the age-appropriate level	<ul style="list-style-type: none"> <li>● Our policies, procedures and Medium-Term Plans are updated to ensure the curriculum is accessible to all learners.</li> <li>● Planning is differentiated to cater for the learning needs of all children.</li> <li>● Those children who need it receive personalised learning which supports them to access the curriculum.</li> <li>● Teachers and Teaching Assistants use appropriate sensory resources and visuals to engage pupils in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Senior Leadership Team</li> <li>● Subject Leaders</li> <li>● Year Group Leaders</li> <li>● Teachers</li> </ul>	<p>Children who require adaptations continue to have access to personalised resources and activities and differing timetables and finish points as necessary (learning breaks, movement breaks, favoured activities as motivators).</p> <p>We have been developing a sensory space including a black out tent and resources.</p> <p>We have commissioned a Speech and Language therapy service to support children with communication needs which will assess, create and train staff in the use of visuals.</p>	Ongoing
Improving and maintaining access to the physical environment for pupils with SEND.	<ul style="list-style-type: none"> <li>● Pupils, staff and visitors with SEND can access all areas of the school irrespective of any physical disability.</li> <li>● Pupils move independently or with support around our school (inside/outside) safely.</li> <li>● Pupils and staff are aware of how to respond in an emergency/evacuation, and how to ask for help.</li> <li>● Inclusion Leader to request support from specialist agencies (Occupational Therapy,</li> </ul>	<ul style="list-style-type: none"> <li>● Senior Leadership Team</li> <li>● Site Supervisor</li> <li>● Fire Wardens</li> <li>● Health and Safety Officer</li> </ul>	<p>School is accessible to those with physical disabilities and visual impairments.</p> <p>The Occupational Therapy Service has recently changed its model to a hub, we can receive training and support with setting up groups for a range of needs. We have prioritised sensory needs, including groups for children with sensory eating restrictions. The Complex Needs Service (CNDS) can complete risk</p>	Ongoing

	<p>Sensory Advisory Team) for pupils with complex needs.</p>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• External agencies</li> </ul>	<p>assessments and moving and handling plans for any children who join us who have high levels of physical care needs as well as advising on adaptations to the school environment. We do not have any children on roll who currently require this level of support. The Sensory Needs Team provide reviews and advice for children who meet the criteria for a sensory impairment, this advice includes changes to the school environment e.g. seating.</p>	
<p>Improving the delivery of written information for pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Teachers to continue to ensure that learning resources/materials are available in a variety of formats to meet specific pupils' needs.</li> <li>• Inclusion Leader to ensure recommendations from specialist services are implemented, e.g., enlarged font sizes, colour filters, use of technology and specific programmes – formatting, size, colour, background; Braille, pictorial or symbolic representations, etc.</li> <li>• Inclusion Leader to work in collaboration with specialist services in the delivery of staff CPL to secure understanding of accessibility, and the consistent use and implementation of specific strategies and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• Subject Leaders</li> <li>• Year Group Leaders</li> <li>• Teachers</li> </ul>	<p>This work is ongoing and is supported using Pupil Passports which summarise the needs and support individual children require. Different coloured paper and tinted exercise books are available when required. We have increased the number of visits from Educational Psychologists, Dyslexia Specialist Teachers and brought in Speech Therapy, providing training across the next academic year focusing on sensory needs, use of core vocabulary boards and interventions to improve reading and spelling.</p>	<p>Ongoing</p>