



Goostrey Community Primary School Accessibility Plan: 2023 to 2026 **To be reviewed spring 2026**

Introduction

Schools cannot unlawfully discriminate against pupils because of their **protected characteristics**: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

An accessibility plan is a statutory document and should be:

- Reviewed every three years
- Approved by the governing board, who are free to delegate to a committee of the governing board, an individual governor or the head teacher – at Goostrey the Head and Chair agree this policy and then they share the document with the board.

This plan outlines how Goostrey Community Primary School aims to improve access to education for pupils with disabilities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary, and school will work in conjunction with Cheshire East, as needed, to ensure adequate resources are provided to implement this plan.

There is an action plan at the end of this document.

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

Current position

At Goostrey Community Primary School, we are fully committed to establishing equality for all pupils, their parents/carers, staff and other users of the school. We treat everyone as individuals, including those with disabilities. This is explicit in our intent:

Intent for all pupils

Learning and Achieving Together

The aim:

Our curriculum lies at the heart of the school. Its aim is to develop the whole child and encourage a love of learning within the environment of a supportive, school community.

Our school ethos is based on four school rules for all to follow:

- **Always Try Your Best.**
- **Be Friendly and Polite.**
- **Care for Others and the Environment.**
- **Work Hard.**

Underpinned by – Always treat others as you would like to be treated yourself

These rules support the pupils so they:

- Feel safe and valued within their environment
- Reach their academic potential.
- Have the tools for future learning.
- Develop the skills to be analytical, evaluative and reflective.
- Engage with the wider community, through an inclusive and tolerant outlook.

The Curriculum - the vehicle – how we will get there

Underpinning the teaching and learning in school, to reach our aims, are the following drivers:

Excellence Inclusivity Community Diversity Challenging Reflective

Our Pupils – end of the journey – what we aim to achieve

The learning experiences of all our pupils have been optimised

Each individual child has been developed through a well-rounded school experience

Every pupil feels successful and ready for the next stage

If we get this right, then our pupils will be:

Knowledgeable Motivated Curious Healthy Resilient Independent Creative

Consultation

There are a low percentage of disabled children within GCPS.

In individual cases we:

- Carry out consultation and building audits with pupils, parents, teaching professionals and health agencies/social services and Governing Board, as required;
- Seek parental views at annual review meetings and less formal meetings throughout the year;
- Hold individual discussions with disabled parents/carers as requested to make reasonable steps to meet their needs;

- Liaise with local authority (Cheshire East) regarding resourcing individual needs where necessary, and for annual Health & Safety and building compliance;
- Conduct risk assessments for activities/school visits/performances, in liaison with parents/carers external agencies.

For employees we:

- Review accessibility for staff who declare a disability, risk assess and make reasonable adjustments as required to ensure they can carry out their work effectively without barriers;
- Ensure recruitment processes provide persons with disabilities with equal opportunities.

Strengths in working with disabled pupils

The school regards its main strengths in working with disabled pupils as:

- Determination to ensure Goostrey School is inclusive for everyone;
- Addressing the needs of individual pupils and adults;
- Robust procedures established and followed for assessing disabled pupils/ pupils with medical needs which don't currently fall in a disability category, making adaptations as necessary;
- Close liaison with a wide range of external agencies to access expertise as needed;
- Pupils and Governor building walks to assess areas pupils feel may need improvement.

Areas that require improvement in the long term

Development needs for school working with disabled pupils are:

- Key Stage 2 accommodation in an old Victorian building, with limited potential to make adaptations. Long term goal is to be on one site;
- First floor level classrooms inaccessible for pupils with limited mobility. As the cost and positioning of a lift is prohibitive, classrooms are rotated to meet the need of pupils, allowing ground floor access to provide classroom facilities;
- Access to stage – this is managed by using low level block staging as an alternative.

Summary of Achievements to date:

- Installation of pupil specific area for medical and personal needs for former pupil and when needed.
- Installation of low level coat hooks in disabled toilets.
- Portable ramps where required.
- Short term adjustments for pupils after major operations affecting mobility.
- Black out blinds installed in classrooms to make whiteboard screens more visible.
- Specialist equipment bought or hired as needed.
- Sheer blinds installed in one room for member of our school community who finds direct sunlight challenging.
- Safe Handling training for key staff.
- Ensuring places in the school environment are highlighted in bright colours for visually impaired pupils or pupils with epilepsy.
- Rolling programme introducing led lighting, minimising flicker, improving vision for all pupils and replacing white boards with screens to improve clarity and minimise flickering.
- Liaison with Speech & Language services and referrals made as appropriate.
- Cheshire East Parent Partnership information made available to all families of pupils with disabilities.
- Appointment of staff for 1 to1 support for pupils with disabilities. Ensuring trained as appropriate and supported by school.
- Catering team preparing specialist meals for pupils with allergies as required.
- Specific coloured paper used for individual pupil requirements following dyslexia assessments.
- Ensuring visitors, when they make us aware of disabilities, are welcomed and needs met.
- Main door accessible buzzer/intercom lowered on Infant site.
- Low level coat hooks in disabled toilets
- Changing bed installed in disabled toilet
- Liaison with families – regular meetings with all relevant school staff and all actions followed up.
- Epilepsy training made available for all staff.
- Epipen training delivered by health professionals as required.
- Asthma inhaler training delivered by health professionals.
- Medical needs updated for pupils and colleagues, when any changes are made.
- Family support worker referrals made via Visyon.
- LED lighting replacement programme completed
- Referrals to CAMHS and Education Psychologist as appropriate.
- Staff consulted on individual requirements to meet their needs.
- Specific risk assessments – specific to individual staff needs as well as allowing pupils with disabilities access residential and day visits, swimming lessons etc.

- Transition carefully assessed and modified when needed – R to Y1, Y2 to Y3 and especially Y6 to Y7.
- Uneven and dangerous steps on side of road removed and an accessible ramp installed by Cheshire East Highways after years of campaigning by the school.

Areas of development are in the action plan below:

Action Plan

Aim	Date of Action	Action	Success Criteria	Lead person	Cost review	Timescale
One site	Ongoing	As appropriate	One site	GB	Capital project	Aspirational
Increase awareness of equality of opportunity for access	Ongoing	To inform families of updated Accessibility Plan, inviting comments and areas for consideration	Inclusion of families, acting on comments, increasing disability awareness issues.	LA and JSL	Minimal	Spring 2023
Replacing white boards on a rolling programme in building plan	Rolling programme	Budget to continue Strategic Building Plan work programme.	All pupil areas updated, reducing possibility of flicker affecting concentration, eye strain and photosensitivity.	BC	£3000 per year	Smart boards rolling programme
Review curriculum access for individual pupils	On going as required	Individual pupil plans/EHCPs/Building Plans	All pupils have access to curriculum & needs considered	SENCo	As required	Ongoing
Increase equality of opportunity between disabled /others	Ongoing	Continue promoting disability awareness and understanding through assemblies, relationship policy, My Happy Mind programme, No outsiders resources awareness events	Visible raising of awareness with positive attitudes to supporting awareness	All staff	£800 (MHM) One off payment £500	No cost 22 23 £800 23 24 No Outsiders Ongoing

		and visitors in school sharing life experiences.				
Highlight key information for pupils with disabilities on medical lists/ CPOMS. Medical lists updated with staff.	Ongoing	Have medical lists updated as new information received. Invite relevant professionals to lead training to provide understanding of pupil needs	Staff know medical information on CPOMS/ in staffrooms & registers is up to date. Confidence in training providing positive condition awareness	JSL/NC	Minimal	Ongoing review
Ensure pupils with high level special needs are supported and have access to the curriculum.	As needed	High level SEND pupils may need classrooms organised in different ways or may need to only access ground floor classrooms. Equipment may need to be installed/purchased to support needs, e.g. specialist chairs via occupational health team	All pupils fully included	All staff & external agencies as required	As needed	Ongoing
Ensure pupils with high level needs have extra transition opportunities at key points		High level SEND may need extra transition visits / support	All pupils fully included	All staff	As needed	Ongoing
Ensure pupils requiring 1: 1 support do not become dependent on one person or	Ongoing	Where possible ensure children do not have one key TA support. Ensure independence is encouraged through individual targets.	Children achieve their individual level of independence	SENCo/all staff	Staffing budget	Ongoing

lose their own independence						
Building plan is reviewed with regard for accessibility annually	Ongoing	Reviews consider the changing needs of pupils and the building plan has flexibility for adjustment should reasonable adaptations be required for pupils or staff. Building improvements works or additions to the buildings are made to provide access in line with legislation and recommendations.	Access requirements are met for individual pupils or staff	GB/SMT	Maintenance/ Capital budgets	Ongoing
Play equipment and key access points highlighted by coloured painting	Ongoing	Key points painted	Increased awareness of surroundings	SMT	Maintenance budget	Ongoing
Ensure all pupils are making progress – academic and personal	Ongoing	Shared and documented in pupil progress meetings		Staff		Ongoing

Considerations for future:

Main door accessible buzzer/intercom lowered (infant site lowered Spring 2023)

Internal door replacements to provide low level vision panels.