



**Godmanchester  
Bridge Academy**

# **Accessibility Plan 2024-2027**

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# Accessibility Plan 2024-2027

At Godmanchester Bridge Academy we are always striving for excellence in all aspects of education. Our dedicated staff create inclusive, stimulating and supportive learning environments. We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and high expectations for all children through an inclusive and therapeutic approach to supporting children. The achievements, attitudes and well-being of every member of our community matters.

## Purpose of Plan

This plan shows how Godmanchester Bridge Academy intends, over time, to increase accessibility of our school for disabled pupils, staff, parents and carers and visitors.

## Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and to make it available in a reasonable time frame.

## Contextual Information

The Godmanchester Bridge Academy building was opened on its current site in September 2017. The main entrance and all the main exits to the playground are accessible for wheelchairs.

The first floor classrooms are able to be accessed by a wheelchair lift with low level controls and the school has three disabled toilets, one is located on the first floor.

## Current Range of known disabilities

The school has children with a range of SEND needs. At present we have no wheelchair dependent pupils.

## Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of Godmanchester Bridge Academy's vision. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability classes, through reasonable adjustments, adaptive teaching and inclusive classrooms.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum, planning and delivery or lessons to meet the needs of all pupils, and ensuring staff have specific training as required.	<p>Be aware of staff training needs. Staff access appropriate CPD. Online learning modules if required.</p> <p>Teachers show-adaptation in their planning and this is shared with Teaching Assistants who work with named pupils.</p> <p>Teachers and SENDCo work with outside agencies (eg SEND specialist services, Health professionals) to ensure a cohesive approach.</p>	On-going and as required	<p>SENDCo</p> <p>Teachers</p> <p>SLT</p>	<p>Raised staff confidence in strategies for adaptive teacher practice and increased pupil participation.</p> <p>Progress via adaptive teaching is evident from teachers' planning and the children's books</p>
Inclusive classrooms across the school	<p>Class teachers undertake sensory audits of their classrooms and follow specialist advice/ CPD (SEND Services and Occupational Health) to provide calm and purposeful learning environments</p> <p>Class teachers ensure specific advice in any Educational Health Care Plans regarding learning environments are followed and executed in their classrooms</p>	On-going and as required	<p>Teachers</p> <p>SENDCo</p>	Low-stimulating, learning environments that facilitate calm and purposeful learning
Use ICT software to support learning	<p>Ensure software is installed where needed.</p> <p>Children have access to alternative forms of writing eg recordable whiteboards or are able to touch-type when necessary.</p>	As required	<p>Computing Lead</p> <p>Teachers</p> <p>SENDCo</p>	<p>Wider use of SEND resources in classrooms</p> <p>Use of ICT is evident from teachers' planning and the children's books</p>
Use of resources to support children's self-regulation and sensory needs	<p>Class teachers follow specialist advice/ CPD (SEND Services and Occupational Health) to provide supportive resources for identified children with sensory needs</p> <p>Class teachers ensure specific advice in any Educational Health Care Plans regarding SEND resources are followed and used effectively in their classrooms</p>	On-going and as required	<p>Teachers</p> <p>SENDCo</p>	Identified children effectively use resources with the support of staff when needed
All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure that each new venue is vetted for appropriateness</p>	As required	<p>Headteacher /EVC</p> <p>SLT</p> <p>Teachers</p>	All pupils in school able to access all educational visits and take part in a range of activities

	Involve parents where appropriate		SENDCo	Risk Assessment details what is needed for specific pupils
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports	As required	PE co-ordinator HSSP	All to have access to PE and to be able to excel
Staff have increased awareness of Social Emotional and Mental Health (SEMH) across the school	Use Early Help Assessment to assess-plan-do-review around a child's needs. Identify any training needs for staff  Support children and their families (where possible) with SEMH concerns / needs  Class teachers build emotional literacy by explicitly teaching the incredible 5-point scale and self-regulation strategies  Staff use restorative conversations to build emotional literacy and resilience Refer to Specialist Agencies when required.	Ongoing	School Family Support Worker  Class teachers  SENDCo	Raised staff confidence in strategies to identify and support pupils with SEMH issues  Pupils comfortable to talk about their feelings and can co-regulate / self-regulate effectively

## Improving access to the physical environment of the school

At Godmanchester Bridge Academy we continue to make improvements to the school environment and we do so paying particular attention to disabled access for all.

Provision, in exceptional circumstances, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils as part of the Assess-Plan-Do-Review (APDRO) or EHCP process when required	As required	SENDCo	APDRO in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governor and parent access needs and meet as appropriate Through questions and discussions find out the access needs of parents and carers	Induction and ongoing if required	Headteacher	All staff and governors feel confident their needs are met
	Consider access needs during the recruitment process Ensure staff are aware of the environment access standards	Annually  Recruitment process	Headteacher  Headteacher	Parents have access to all school activities  Access issues do not influence recruitment and retention issues

Layout of the school to continue to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors  Risk Assessments in place where required and life safety considerations applied	As required	Headteacher /Governors/site officer	Currently the building is useable for all
Ensure access to reception area to all	Ensure area is clear Ensure maintenance of automatic doors when required	As required	Office Managers  Site officer	Disabled parent/ carers/visitors feel welcome Currently the reception is useable for all
Layout of the classrooms to allow access for all pupils	Consider most appropriate place for a child with SEND to work and design classroom layout to support their needs.	As required	Teacher/ SENDCo	Classroom is suited to all pupils in its layout
Signage and external access for visually impaired people	Maintenance when required of contrast mark step edges.		Site officer  SENDCo	Visually impaired people feel safe in the school grounds
Ensure all pupils with SEND can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required  Each September	SENDCo  EHT/ Headteacher  Teachers and Teaching Assistants	All disabled pupils and staff working alongside are safe in the event of a Critical Incident.
Ensure accessibility of access to IT equipment	When purchasing or planning fixed IT equipment and software ensure it is accessible for disabled pupils and staff	On-going and as required	Computing Lead, SENDCo and site officer	Hardware
Ensure all school users with a hearing impairment are supported whilst on the premises.	Seek support from hearing impaired unit on the appropriate equipment.	On-going and as required	LA hearing officers/ audiologists	All children have access to equipment

## Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks, and information about school events. The information should take account of pupils' disabilities and parents' preferred formats and made available in a reasonable time.

In planning written information available to disabled pupils we again need to establish the current level of need and to be able to respond to any changes in the range of need. The school will identify agencies and sources of such materials to be able to make provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsible	Success criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print and be easy to understand	During induction  On-going	Teaching staff and Office  School office	All parents receive information in a form they can access

	School office will support and help parents to access information and complete school forms  Staff are aware that there are different formats available to make communication accessible for all.	On-going		
EHCP annual review information to be as accessible as possible	Regular communication with families to develop a relationship and ensure they are comfortable and informed, eg, Pupil Passports to reflect targets and strategies	On-going as required	SENDCo	Staff more aware of pupils preferred method of communications

**Policy Details**

Policy written by: Victoria McAuley-Eccles, Deputy Headteacher & SENDCo

Policy approved by Senior Management: Claire Pirrie January 2024

Policy approved by Senior Governor Carl Miller January 2024

Date of next review: January 2027

**Policy Section: Section 1B – School Management Policies**