



**Godmanchester
Bridge Academy**

Accessibility Plan

2017-2020

TOGETHER WE

Inspire

Enjoy

Achieve



Godmanchester Community
Education Trust



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Accessibility Plan 2017-2020

Godmanchester Bridge Academy is a welcoming community school, where all children strive to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school their own 'learning adventure'. 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. The achievements, attitudes and well-being of all children matter.

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 be made 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 the all 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 specific learning disabilities. 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 need within mixed ability, inclusive classes.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum to meet the needs of all pupils, and ensure staff have specific training as required.	<p>Be aware of staff training needs.</p> <p>Staff access appropriate CPD.</p> <p>Online learning modules if required.</p> <p>Teachers show the differentiation in their planning and this is shared with Teaching Assistants who work with named pupils.</p> <p>Teacher and SENCo work with outside agencies (eg SEND specialist services, Health professionals) to ensure a cohesive approach.</p>	On-going and as required	<p>SENCo</p> <p>Teachers</p> <p>SLT</p> <p>PDLT</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation.</p> <p>Differentiation is evident from teachers' planning and the children's books.</p>
Use ICT software to support learning	<p>Ensure software 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>SENCo</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>
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> <p>Involve parents where appropriate.</p>	As required	<p>HoS/EVC</p> <p>SLT</p> <p>Teachers</p> <p>SENCo</p>	<p>All pupils in school able to access all educational visits and take part in a range of activities</p> <p>Risk Assessment details what is needed for specific pupils.</p>
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports	As required	<p>PE co-ordinator</p> <p>HSSP</p>	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	<p>Use Early Help Assessment to assess-plan-do-review around a child's needs. Identify any training needs for staff.</p> <p>Refer to Specialist Agencies when required.</p>	Ongoing	<p>SENCo</p> <p>PDLT</p>	Raised staff confidence in strategies to identify and support pupils with SEMH issues

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	<p>To create access plans for individual disabled pupils as part of the Assess-Plan-Do-Review (APDRO) or EHCP process when required</p> <p>Be aware of staff, governor and parent access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents and carers through newsletters</p> <p>Consider access needs during the recruitment process</p> <p>Ensure staff are aware of the Environment Access Standard</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENCo</p> <p>Head of School</p> <p>Head of School</p> <p>Head of School</p>	<p>APDRO in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of the school to allow access for all pupils to all areas	<p>Consider needs of disabled pupils, parents/carers or visitors</p> <p>Risk Assessments in place where required and life safety considerations applied.</p>	As required	Head of school/Governors/site officer	Currently the building is useable for all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in any new development	Administration Manager	Disabled parent/carers/visitors feel welcome
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/ SENCo	Classroom is suited to all pupils in its layout
Improve signage and external access for visually	Adjustments made as required, such as, yellow strip mark step edges.	As required	Site officer	Visually impaired people

impaired people			SENCo Site group	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 Refer to Critical Incidents Policy. Develop a system to ensure all staff are aware of their responsibilities	As required Each September	SENCo EHT/ HoS 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, SENCo 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	Teaching staff and 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	On-going	School office	
	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	SENCo	Staff more aware of pupils preferred method of communications.
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Review of this Plan

This plan will be reviewed in September 2020, or earlier if deemed appropriate.