



*We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.  
I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5*

## **GORING C.E. PRIMARY SCHOOL**

### **Accessibility Plan**

Policy Approved by the Ethos Committee on ...10 September 2025

**Signed** ..... **Chair of Governing Body**

**Review Date** ...September 2028

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

**Schools must implement accessibility plans which are aimed at:**

- **increasing the extent to which disabled pupils can participate in the curriculum**
- **improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**
- **improving the availability of accessible information to disabled pupils.**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the school's proposals to increase access to education for disabled pupils. Disabilities considered include:

- **ambulatory disabilities** –including pupils who use a wheelchair or mobility aid;
- **dexterity disabilities** – pupils whose manual handling of objects and fixtures may be impaired;
- **visual disabilities** – pupils with visual impairments and sensitivities;
- **auditory disabilities** – this includes those with hearing impairments and sensitivities;
- **comprehension** – this includes hidden disabilities, such as autism and dyslexia.

In aiming to provide full access to the curriculum, the school site and information, our Special Educational Needs and Disabilities Coordinator (SENDCO) works closely with parents and any previous Early Years settings or schools before your child joins Goring Church of England Primary School to understand the needs related to any disability or health condition. We also consult with external professional colleagues such as the Special Needs Advisory Support Teacher (SNA), the Speech and Language Therapist (SALT), the Special Educational Needs Support Services Communication & Interaction Teacher (SENSS C&I) and the Educational Psychologist.

This plan is reviewed by the governors every three years to take into account the changing needs of the school and its pupils. It is intended to identify time-specific actions to improve accessibility. The plan is also reviewed when the school undertakes refurbishment work.

Being always mindful of our school Vision and our values of Belong, Believe, Achieve, the governors review this plan in consultation with school staff, parents and carers, and external partners.

The Accessibility Plan is linked to the following policies and documents:

- Equalities Policy
- Health and Safety Policy
- Health Needs Policy
- SEN and Disability Policy and SEND Information Report
- Medical Conditions Policy

Goring Church of England (Aided) Primary School comprises two main blocks (circa 1960s), with one separate (temporary) classroom, and a separate PE hall and library. In addition, the PTA room, also a separate building, is used for music lessons. All buildings are single storey and have wheelchair access. The school site is, however, on different levels and does not currently enable wheelchair/mobility aid access to all outside areas. In addition, not all of the classroom toilet facilities are accessible to wheelchair users.

Increasing the extent to which disabled pupils can participate in the curriculum				
Aim	Strategies	Timescale	Responsibility	Success criteria
Staff are confident in identifying the needs of SEND pupils in accessing all aspects of the curriculum.	Training in aspects of teaching tailored to individual SEND needs (may be child-specific).	Ongoing	SENDCO, teaching staff, support staff	Effective differentiated learning reflected in progress and attainment data.
A broad range of sporting and PE-related activities available to SEND pupils.	Purchase equipment required plus ensure school minibus is suitable for transporting SEND pupils to inter-school sports events and swimming lessons.	Ongoing	SENDCO, Sports coordinator	All children have the opportunity to participate in a broad range of physical activities and understand the importance of staying fit and healthy.
Teaching resources such as interactive whiteboards to be adapted for visually/hearing-impaired pupils as required.	Ensure all teaching and support staff are trained in the use of resources deemed appropriate.	As required	SENDCO, teaching staff, support staff	No child is held back in their learning through a lack of appropriate teaching resources.
All pupils are able to access the classroom environment regardless of any physical constraints.	Advice from Occupational Therapists to be acted upon and appropriate classroom furniture to be sourced to allow all children to be comfortable in the classroom environment.	Ongoing	SENDCO, teaching staff, support staff	No child is held back in their learning due to not being able to access all areas of the classroom environment.
All classrooms to have reflection/quiet zones for children who may become overwhelmed by class activities.	Teaching and support staff to facilitate this and ensure these areas have appropriate resources and books	Ongoing	SLT, teaching and support staff	Evidence that such zones enable the affected pupils to cope with the classroom environment.
SEND pupils to have full access to all organized school trips and workshops, including the Year 6 residential.	When organising and booking school trips/workshops, ensure that additional needs are catered for, including those relating to transport. Risk assessments to be carried out.	Ongoing	SENSCO, teaching staff	All children have access to organised activities, regardless of SEND requirements.
Forest School to be fully	Forest School lesson planning	Immediate	Reception staff	All eligible children to attend

Increasing the extent to which disabled pupils can participate in the curriculum				
Aim	Strategies	Timescale	Responsibility	Success criteria
accessible to SEND children.	and transport arrangements to accommodate any additional needs. Risk assessments to be carried out.			Forest School.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided				
Aim	Strategies	Timescale	Responsibility	Success criteria
Make all outside areas accessible to wheelchairs and mobility aids.	Ramp access to the top playground and reflection area.  Caretaker to ensure that pathways are kept free of vegetation.	2025/26 academic year  Ongoing	School Business Leader, SLT, governors  Caretaker	All outside spaces accessible to children and adults.
Staff are aware of the needs of all SEND children in accessing all areas of the school.	Teaching staff and SENDCO to consult with parents to ensure specific needs are met and adaptations made where feasible (such as extra handrails).  Awareness of flooring, furniture and layout in planning for disabled pupils.  Identification and mitigation of trip hazards (eg, highlighting with yellow tape/paint).	Ongoing	SENDCO, teaching staff, support staff	All staff and children can move safely around the school.
Ensure that space is available in the staff car park for the drop-off and collection of	Front office staff to make all people with disabilities affecting mobility aware that	Ongoing	SLT	Easy vehicular access to the front entrance of school for pupils with ambulatory

Commented [HF1]: Where did we get to with this?

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Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided				
Aim	Strategies	Timescale	Responsibility	Success criteria
children with ambulatory disabilities at the start and end of the school day.	they can park in front of the front gates if needed.			disabilities.
Ensure signage is suitable for non-readers, is clear and well situated.	Use of pictorial signs and labels where appropriate.	Ongoing	Teaching staff, support staff	Non-readers are able to access resources and interpret signage.
Staff trained to meet individual medical needs of pupils where applicable.	Adrenalin pen, diabetes awareness and intimate care training for relevant staff in line with pupil needs.  Any other medical training to be provided where appropriate.	Ongoing	SLT, SENDCO	Staff have appropriate training to address specific medical needs.
Fire alarm and lockdown procedures to be understood and complied with by SEND pupils.	Ensure that fire alarm is effective for hearing-impaired pupils. Individual plans in place for those pupils for whom evacuation and lockdown procedures are physically or emotionally challenging.	Ongoing	SENDCO, DSL	All children are aware of procedures to stay safe in the event of fire or lockdown.
All out-of-school activities and after-school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	External providers informed of SEND requirements. Risk assessments in place.	Ongoing	SLT	All children are able to access activities on offer.

Improving the availability of accessible information to disabled pupils				
Aim	Strategies	Timescale	Responsibility	Success criteria
Use teaching resources for visually/hearing-impaired pupils to enable them to access learning as readily as their non-SEND peers.	Teacher assessment of needs of individual children and identification of required resources.	Ongoing	SENDCO, teaching staff, support staff	All visually/hearing-impaired children can access learning on the same terms as their non-SEND peers.
Ensure school website includes relevant policies regarding medical needs, SEND provision, equality and accessibility.	Regular audit of website to ensure content is compliant and up to date.  Use governor policy spreadsheet to ensure policies are updated at the appropriate time.	Ongoing	SLT and governors	Website is compliant, up to date and information is easy to find.
Understand the needs of pupils and ensure information is available in relevant formats such as large print or pictorial.	Pupil assessment and consultation with parents and external professionals to understand needs.  Use of magnifier where appropriate.  Ensure large, clear font used in documentation.	Ongoing	SENDCO, teaching staff, support staff	Pupils have access to curriculum information and all other school information in a format that meets their needs.
Ensure all pupils learn about disability and diversity as part of the PSHE curriculum	Regular review of PSHE curriculum and updated in line with government guidance.  Lessons promoting positive messages about disability and difference taught to all pupils.  Range of books promoting positive images of disability shared with all pupils.	Ongoing	PSHE and English leads, teaching staff	All children accessing resources and learning that promote positive messages about disability.