

Accessibility Policy

Date agreed by Governors	Summer 2022
Reviewed	Autumn 2026
Next Review	Autumn 2028

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-form-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 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 sets out how the school supports pupils with a wide range of disabilities and additional needs, including those with severe or 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.

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 – Autumn 2024

- 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 Autumn 2026	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	• Our Policies, procedures and Medium-Term Plans are updated to ensure the curriculum is accessible to all learners. • Planning is adapted to cater for the learning needs of all children. • Those children who need it, receive personalised learning which supports them to access the curriculum. • Teachers and Teaching Assistants use appropriate sensory resources and visuals to engage pupils in their learning. • Teachers and Teaching Assistants have access to high quality CPL to support their ability to make learning accessible to all children.	• Senior Leadership Team • Subject Leaders • Teachers	Children who require adaptations continue to have access to personalised resources and activities and differing timetables as necessary (learning breaks, movement breaks, favoured activities as motivators, shorter activities etc) The school has been awarded a capital grant from the local authority to set up a new sensory room and develop an outdoor sensory learning space. This project should be completed in Autumn 2026. We continue to commission a Speech and Language therapy service to support children with communication needs. They assess pupils, create bespoke resources and train staff in their use, as well as train staff to deliver language interventions. We have increased the use of speech and language interventions and trained staff	Sept 2026

			to identify and support children with Speech, Communication and Language Needs (SCLN). All staff have access to training on SCLN and strategies to support this need in class. TAs received training on using core vocabulary boards and the interventions they deliver. Staff are aware of how language needs affect children's behaviour and ability to learn. They employ effective strategies to support their pupils. This is achieved through continued CPL offered by partner services. The ability of the school to access timely assessment of needs through the Speech Therapy service has meant that children have received appropriate support and intervention earlier. Children with EHC Plans access the support identified on their Plan and have their current needs reviewed at least annually to inform their support and provision. As staffing changes and the needs of children in new cohorts can be different, improving accessibility remains an appropriate ongoing priority. The school is liaising with the Language Communication and Interaction Service to create a support package for children in Year 3 (KS1 to KS2 transition). There is a learning walk and Action Plan agreed	

			by the school and LCIS to support children with Autism Spectrum Conditions.	
Improving and maintaining access to the physical environment for pupils with SEND.	• Pupils, staff and visitors with SEND can access all areas of the school, irrespective of any physical disability. • Pupils move independently or with support around our school (inside/outside) safely. • Pupils and staff are aware of how to respond in an emergency/evacuation, and how to ask for help. • Inclusion Leader to request support from specialist agencies for pupils with complex needs when required when children with physical needs enrol in the school. All relevant staff including Fire Wardens know how to support child/children in an emergency situation.	• Senior Leadership Team • Site Supervisor • Fire Wardens • Health and Safety Officer • All staff • External agencies	The school is accessible to those with physical disabilities and visual impairments. We have prioritised support for children with sensory needs, including groups of children who may find the school environment challenging. Children have easy access to noise-reduction equipment (ear defenders), or being able to use their own devices (ear plugs for example) Children also have easy access to seating adjustments such as wobble cushions and other adaptations. Teachers feel confident to try these strategies quickly to meet an observed need. The school implemented a new classroom environment project to reduce cognitive overload and create lower-arousal settings. The Complex Needs Service (CNDS) can complete risk assessments and moving and handling plans for any children who join us who have high levels of physical care needs. They can also advise on adaptations to the school environment. We do not have any children on roll who currently require this level of support.	Sept 2026

			The Sensory Needs Team provides reviews and advice for children who meet the criteria for a sensory impairment. This advice includes changes to the school environment e.g. seating, lighting, acoustics when necessary. Occupational Therapists are able to advise on adaptations to the school environment which support children with gross and fine motor difficulties, as well as sensory differences when necessary.	
Improving the delivery of written information for pupils with SEND	• Teachers to continue to ensure that learning resources/materials are available in a variety of formats to meet specific pupils' needs. • Inclusion Leader to ensure recommendations from specialist services are implemented, e.g. enlarged font sizes, colour filters, use of technology and specific programmes, AAC (Augmentative and Additional Communication) devices –formatting, size, colour, background; Braille, BSL, Makaton, pictorial or symbolic representations, etc. • 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.	• Senior Leadership Team • Subject Leaders • Year Group Leaders • Teachers	This work is ongoing and is supported using Pupil Passports, which summarise needs and the 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 bought in Speech Therapy, which means we have access to detailed assessment and further professional input into setting outcomes for children with SEND. SEND Support Plans and Pupil Passports are reviewed termly and new outcomes set where appropriate so that progress and support can be tracked.	Sept 2026

			The school has subscribed to symbol writing software (Widgit Communication in Print). Teachers create materials and displays with uniform use of symbols to support children's understanding. Children have access to visual support to help them develop vocabulary use and verbal and written grammar (using Colourful Semantics strategies and interventions).	