



Godolphin Primary School

Accessibility Plan 2024-2027

Approved on behalf of LGC:

Last review Date: **September 2025**

Next Review Date: **September 2026**

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Key Staff and Governors:

Executive Head: Lucy Wandless

Head of School: Colin Snook

Chair of LGC: Emma Ivey

Special Educational Need and Disabilities Coordinator: James Taylor

All staff and governors can be contacted via the school office:

Phone: 01736 763318

Email: godolphinsecretary@croftymat.org

1. Crofty Vision and Values

Godolphin Primary School is part of the Crofty Education Trust, a group of sixteen schools working as one and serving the communities of West Cornwall.

Our purpose is to give our children the best possible start in life, to unlock possibilities and enable them to make choices about their future.

Driven by our values, we are engaged in a restless pursuit of excellence, creating the highest quality learning for staff and children alike.

By “working as one”, we have created a culture of shared responsibility for all children in our schools. Sharing resources enables us to maximise opportunities, innovate and pursue equity for our learners.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied.

2. Purpose of Plan

The purpose of this plan is to outline how our school will increase accessibility to the physical environment, the curriculum, and written information, ensuring that all pupils, staff, and visitors with disabilities can fully participate in and benefit from all aspects of school life.

3. Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes neurodiversity, specific learning disabilities, mental health conditions, and physical disabilities.

4. Key Aims

1. To ensure that all disabled pupils can participate fully in the school curriculum.
2. To improve the physical environment to ensure accessibility for all.
3. To improve access to information for disabled pupils, staff, and parents/carers.

5. Curriculum Access

Target	Strategies	Timescale	What will success look like?
Ensure disabled pupils can access the curriculum.	Ongoing review of SEND pupils' access to the curriculum. Observations, adaptive equipment, and resources are provided as necessary.	Ongoing	All children have equal access to a broad and balanced curriculum, with appropriate equipment and support.
Provide targeted support and adaptive teaching.	Regular INSET and external training and CPPD for staff to improve their adaptive teaching methods.	Ongoing	Staff are confident in adaptive teaching, and children have personalised learning plans or Star Plans if required.
Access to technology for learning.	Conduct an audit of ICT resources. Provide specialist software and equipment, such as enlarged keyboards or audio equipment, to meet specific needs.	As needed	All necessary assistive technology is available and in use by pupils who need it.

Ensure participation in extracurricular activities.	Risk assessments for clubs, school trips, and extracurricular activities. Adapt activities as necessary to include all children.	Ongoing	All children are able to participate in school clubs, visits, and events, regardless of disability.
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6. Physical Access

Target	Strategies	Timescale	What will success look like?
Ensure the school is accessible for pupils, staff, and visitors with physical disabilities.	Ensure pathways and corridors are clear of obstructions. Ensure exterior lighting is functioning and step edges are marked for visually impaired children.	Ongoing	All areas of the school are fully accessible for children, staff, and visitors with disabilities.
Install Personal Emergency Evacuation Plans (PEEPs)	Create and regularly update PEEP plans for all individuals with physical impairments and/or disabilities. Ensure all staff are aware of their responsibilities in an emergency.	As required	PEEPs are in place and regularly updated. All individuals with disabilities can safely evacuate the building.
Maintain accessible facilities and furniture	Provide adjustable tables, accessible toilets, and low-level sinks. Ensure appropriate furniture is available for wheelchair users and others who need it.	Ongoing	All disabled pupils and staff can access school facilities independently and safely.
Ensure safe parking and access for disabled individuals	Designate accessible parking spaces and ensure the playground gate can be opened for mobility access.	Ongoing	Disabled staff and visitors have safe and convenient parking and access to the school.

7. Access to Information

Target	Strategies	Timescale	What will success look like?
Ensure all information is available in accessible formats	Provide written materials in large print, Braille, audio, or symbols as required. Ensure digital materials comply with accessibility standards (WCAG 2.1).	Ongoing	All parents/carers, children, and staff with disabilities can access school communications in a suitable format.
Maintain strong communication with parents and carers of children with SEND.	Ensure regular contact between SENDCo and parents. Hold termly reviews for pupils with SEND, ensuring open communication.	Ongoing	Parents feel informed and supported, with clear communication regarding their child's needs and progress.
Provide staff with training on communicating with children with disabled and parents	Regular training sessions on the use of assistive technology, visual aids, and accessible communication strategies.	Ongoing	Staff are confident in communicating effectively with children and parents with disabilities.

8. Monitoring and Evaluation

- The Accessibility Plan will be reviewed annually by the Executive Headteacher, Head of School and SENDCo.
- Regular feedback will be collected from children with disabilities, parents, and staff to assess the effectiveness of the plan.
- All new projects or refurbishments will be evaluated for accessibility compliance.

9. Success Criteria

- All children with disabilities are able to access a broad and balanced curriculum, participate in school activities, and feel included in the school community.
- The physical environment is safe, accessible, and inclusive for all children, staff, and visitors.
- Information is presented in accessible formats, ensuring clear communication for all stakeholders.