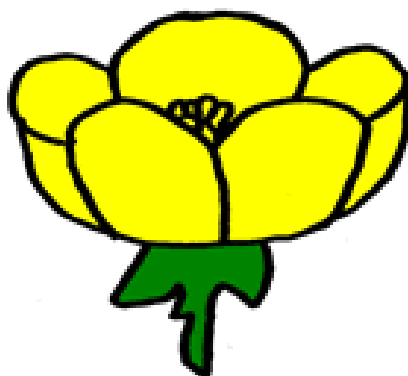


# Goldfield Infants' and Nursery School



## Accessibility Plan

<b>Committee</b>	<b>Learning Matters</b>
<b>Next Review</b>	<b>Spring 2026</b>
<b>Duration</b>	<b>3 years</b>

The purpose of the plan is to:

- Increase the extent to which disabled pupils at Goldfield Infants' & Nursery School can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Goldfield Infants' & Nursery School, we treat all pupils and adults fairly and with respect. We celebrate and promote the diversity of our school community, valuing and including all pupils, staff, parents and visitors. We endeavour to provide an environment that enables full access and opportunities for all pupils without discrimination of any kind. We are committed to challenging any discrimination and ensure that it is the responsibility of every member of the school community to support our inclusive vision and ethos.

Schools are required under the Equality Act 2010 to have an accessibility plan. Goldfield Infants' & Nursery School is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. It reflects and supports Hertfordshire's Accessibility Strategy.

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/hertfordshires-send-accessibility-strategy.pdf>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility at Goldfield Infants' & Nursery School this procedure sets out the process for raising these concerns. This plan will be made available online on the school website and paper copies are available upon request from the school office.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if 'he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.'

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

## Accessibility Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Success Criteria
<p><b>CURRICULUM</b> Ensure all lessons are accessed by all pupils</p>	<ul style="list-style-type: none"> <li>Quality first teaching in place for all lessons</li> <li>Purchasing of resources to meet the needs of the pupils to effectively access the curriculum</li> <li>Ongoing programme of staff training in disability awareness to support pupils in class</li> <li>Appropriate ICT support materials as recommended by outside agencies</li> <li>Use of pastel paper for dyslexic students.</li> <li>Large print and audio formats as required.</li> <li>Use of symbol software.</li> </ul>	Ongoing	School Budget as required	Class Teachers SENDCo TAs	<ul style="list-style-type: none"> <li>Head Teacher through teaching over time monitoring</li> <li>Assessment information monitoring</li> <li>Pupil progress meetings</li> <li>Feedback from external professionals re level of support for pupils</li> <li>Governors</li> </ul>	<p>Pupils making at least progress, or better</p> <p>Pupils attaining age related expectations</p> <p>Improved access to curriculum for all pupils</p> <p>Provision meets the needs of pupils</p>
<p><b>CURRICULUM:</b> Enable pupil participation in school enrichment / extracurricular activities.</p>	<ul style="list-style-type: none"> <li>Ensure school activities are accessible to all students.</li> <li>Make adjustments for children who have specific needs.</li> </ul>	Ongoing	As appropriate from school budget	Class Teachers SENDCo	<ul style="list-style-type: none"> <li>Head Teacher through monitoring of clubs attendance</li> <li>Liaison with parents / club providers</li> <li>Governors</li> </ul>	Full participation in school life for students with disabilities.
<p><b>CURRICULUM</b> Availability of written material in alternative formats</p>	<ul style="list-style-type: none"> <li>School makes itself aware of the services available through the LA for converting written information into alternative formats</li> </ul>	Ongoing	As appropriate	Head SENDCo		Delivery of information to disabled pupils/parents improved
<p><b>CURRICULUM</b> Pupils with visual impairments have access to the curriculum</p>	<ul style="list-style-type: none"> <li>Pupils placed near front of class</li> <li>Larger type used</li> <li>Coloured paper used</li> </ul>	Ongoing	As appropriate	Head Class Teachers SENDCo TA		Classrooms are accessible to visually impaired children. Physical

	<ul style="list-style-type: none"> <li>where appropriate</li> <li>• Use of ICT (large icons on desktop etc)</li> <li>• Information provided orally or on tape</li> </ul>					accessibility of school increased
CURRICULUM Pupils with speech and language difficulties have access to the curriculum	<ul style="list-style-type: none"> <li>• Pupils given time to process language and respond</li> <li>• Ensure face to face and direct eye contact</li> <li>• Use simple and familiar language and short concise sentences</li> <li>• Avoid ambiguous vocabulary</li> <li>• Reinforce speech with facial expression, gesture and sign</li> <li>• Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials</li> </ul>	Ongoing		Head Class Teachers		Physical accessibility of school increased
CURRICULUM Pupils with disabilities are fully involved at playtimes	<ul style="list-style-type: none"> <li>• Specific support systems are put in place according to the child's individual needs</li> </ul>	Ongoing	As appropriate	Head Class Teachers TAs		All pupils included in all aspects of school life
POLICIES Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> <li>• To review policies to ensure that they reflect inclusive practice and procedure</li> </ul>	Ongoing	N/A	Governors & SLT	Governors & SLT	Access to all aspects of school life for all students
BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs.	<ul style="list-style-type: none"> <li>• Accessibility and clarity of signs around school</li> <li>• Awareness of independent access</li> <li>• Clear identification of room functions</li> <li>• Availability of disabled facilities including area</li> </ul>	In place and reviewed during health and safety walk	As appropriate from school budget	Headteacher Site Manager Caretaker Governors	Through health and safety walks and audits Governors	Access to school buildings and site maintained and continually improved.

	for nappy changing					
<b>BUILDINGS</b> All members of the community have equal opportunities to access the School premises and relevant building information	<ul style="list-style-type: none"> <li>School premises are inspected and reviewed to ensure accessibility for all</li> <li>School provides information in range of alternative formats when necessary</li> </ul>	Ongoing	School budget as required	Headteacher Site manager Caretaker Governors		
<b>BUILDINGS</b> Review appropriate colour scheme, signage and non-visual guides when refurbishing to benefit pupils with visual impairments	<ul style="list-style-type: none"> <li>Seek advice from LA sensory support service on appropriate colour and tactile non-visual signage</li> </ul>	Ongoing	School budget as required	Headteacher		Physical accessibility of school increased
<b>BUILDINGS</b> Ensure all new building works conform to accessibility guidelines	<ul style="list-style-type: none"> <li>Use of appropriate support from LA</li> </ul>	Ongoing	School budget as required	Headteacher Site manager		
<b>CLASSROOMS</b> Ensure that classrooms are organised for disabled pupils within current restraints. Identify needs and actions for future improvements.	<ul style="list-style-type: none"> <li>Plan classrooms in accordance with pupil need.</li> <li>Organise resources within classrooms to reflect student need.</li> <li>Incorporate accessibility into any proposed structural alternatives.</li> <li>Provide quiet areas within school as required</li> <li>Look at accessibility in all areas of school life.</li> </ul>	Ongoing Review as appropriate	School Budget as required	Class teachers in liaison with the head teacher and site manager / caretaker	Head teacher through learning walks SENCO through provision mapping Governors	Appropriate use of resources for diverse needs of pupils with disabilities
<b>NEWSLETTERS AND DOCUMENTS</b> Availability of newsletters and	<ul style="list-style-type: none"> <li>Large print and audio formats as required.</li> <li>Homework information available as information</li> </ul>	As required and on request	School admin budget	Head teacher Admin staff	Head teacher through liaison with admin staff and parents Governors	Information to pupils with disabilities and parents / carers

school documents in alternative formats	sheets in alternative formats when requested. <ul style="list-style-type: none"> <li>• Use of symbols as appropriate</li> </ul>					will be improved.
<b>Ongoing Practice</b>						
INFORMATION GATHERING ON CHILDREN	<ul style="list-style-type: none"> <li>• Liaise with Nurseries</li> <li>• Consultation evenings with parents</li> <li>• Starting school information</li> </ul>	Summer term Ongoing	Teacher release time in summer term	EYFS team Admin team Class teachers	Headteacher Report to governors	Learning pitched appropriately to meet the needs of the pupils
SEND REGISTER	<ul style="list-style-type: none"> <li>• Updated termly and pupils tracked.</li> </ul>	Ongoing	SENDCO Release time	SENDCO	SENDCO termly monitoring	All staff aware of disabilities in school Provision adapted accordingly
STAFF TRAINING	<ul style="list-style-type: none"> <li>• Attend courses as appropriate to individual children's needs.</li> </ul>	As required	From School training budget	SENDCO to coordinate	SENDCO Governors report on staff training	Staff trained to meet the needs of the pupils
INVOLVEMENT OF PROFESSIONALS	<ul style="list-style-type: none"> <li>• Liaise with Nurseries</li> <li>• Consultation evenings with parents</li> <li>• Starting school information</li> <li>• Informal discussion with parents</li> </ul>	As required	As required	Headteacher Liaison with parents	Headteacher through liaison with parents/staff (Informal/formal meetings)	Pupils receiving provision matched to their needs Pupils make progress
ADULT DISABILITY DISCLOSURE	<ul style="list-style-type: none"> <li>• Completion of HCC disability form</li> </ul>	As required	As required			Adults able to access the full school life Provision meets the needs of the adults as appropriate
PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> <li>• Disabled toilet</li> <li>• Allocated car park space</li> <li>• Wheel chair access</li> <li>• Ramps (as appropriate)</li> <li>• Main doors Wheel chair</li> </ul>	Review provision as required	Maintenance budget as required	Headteacher Site Manager Caretaker	Through health and safety walks and adults	Site accessible to all

	friendly					
--	----------	--	--	--	--	--