



# ACCESSIBILITY PLAN

Date reviewed	January 2026
Frequency	Three Yearly
Next review date	July 2029
Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed:   
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**Chair of Governors**

**Dated:** 05/02/2026

Signed:   
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**Principal**

**Dated:** 05/02/2026

## 1. Rationale

Goldington Academy is a diverse and inclusive community that focuses on the wellbeing and progress of every student. We support all students, including those with disabilities, and challenge them to fulfil high ambitions.

Goldington Academy is committed to providing an appropriate and high-quality education to all the pupils in our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The school's [SEND policy](#), [SEND Information Report](#) and [Bedford Borough Local Offer](#) play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

Goldington Academy is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners. We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

An accessibility plan is a plan for over a prescribed period for:

- a) increasing the extent to which disabled pupils can participate in the school's curriculum
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Accessibility plan pays due regard to government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.

The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan 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 school fully includes all pupils in trips and activities. It is expected that every pupil will join in and make progress both academically and socially and we acknowledge that some pupils may require support to be able to do this.

The school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The plan of actions showing how the school will address the priorities over the next 3 years.

The plan will be made available online on the school website, and paper copies are available upon request.

## **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 cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation and 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.

## **3. Context**

Goldington Academy community reflects an increasingly multicultural profile. The school is committed to the effective inclusion of all pupils and regards this as both essential and desirable.

The proportion of pupils eligible for Free School Meals (FSM) is almost a quarter of the school's population. Goldington Academy supports a number of pupils with special educational needs and/or disabilities (SEND), including those with Education, Health and Care Plans (EHCPs) relating to:

- **Cognition and Learning Needs**
- **Sensory and Physical Needs**
- **Communication and Interaction Needs**
- **Social, Emotional and Mental Health Needs**

The school maintains strong and proactive communication with all parents and carers, with particular attention to those whose children fall within the categories listed above. We also work closely with a range of external agencies that provide specialist support and guidance to both the school and its families.

Further information regarding our approach to ensuring accessibility and inclusion for pupils with disabilities is available in the [SEND policy](#), [SEND Information Report](#) and [Bedford Borough Local Offer](#).

Our school's ethos and values help to ensure that:

- We support all our students to reach their full potential in their personal development, academic attainment and extracurricular interests.
- All pupils are encouraged to contribute to our community, both in school and locally.
- We are a fully inclusive school and welcome all pupils regardless of race, ability, language or culture.
- While success is different for every student, every student is capable of success.

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially, physically and academically inclusive.

In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This plan sets out the proposals of the school to increase access to education for disabled pupils in the following areas required by the planning duties in the Equality Act:

- Where something at school does place a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- How we will meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development or may relate to factors in their environment, including the learning environment they experience in school.

#### 4. The Accessibility Plan

Goldington Academy is committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

**The School provides the following Equal Opportunities to Access overseen by the SENDCo:**

In line with Section 69 of the Children and Families Act 2014 and the Equality Act 2010, our aims are to:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

Aim	Current good practice	Further actions to improve provision	Staff responsible:	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are ambitiously set and are appropriate for pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a robust cycle of CPD for staff, particularly new staff, on the needs of pupils with a disability.</li> <li>• To continue to develop all teaching staff's understanding of a range of SEN issues and their implication for teaching and learning within their classroom.</li> </ul>	<p>SENDCo, Class Teachers, Parent, LSAs working with Special Needs, Educational Psychologists, Greys Medical, SALT and other outside</p>	<ul style="list-style-type: none"> <li>• Staff CDP to be consistently undertaken.</li> <li>• SENDCo will have passed NPQ SENDCo qualification.</li> <li>• SEND pupils data to be analysed at</li> </ul>

	<ul style="list-style-type: none"> <li>• Full range of provision across the disability spectrum is identified and implemented by the SEND and examinations teams for classroom and exam/assessment-based approaches e.g. laptops, scribes, enlarged lesson material, medical support, separate invigilation, rest breaks, etc.</li> <li>• Teacher training takes place to ensure understanding of needs and maximise support.</li> <li>• Involving students in their learning and target setting through pupil interviews, pupil surveys, mentor programmes, Assessment for Learning, supporting mental and emotional well-being through the curriculum, mental health lead role, pastoral mentoring, anti-bullying workshops and whole school behaviour policy.</li> <li>• Curriculum provision ensures success for all. Adaptations to the curriculum to support pupils' learning are through use of differentiated learning materials.</li> <li>• Teaching resources that provide support and structure are used within the class with the intention of building pupil independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a range of strategies to enable learners to achieve.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>• SENDCo to be fully trained</li> <li>• To further analyse SEND pupils' data to ensure progress follows their trajectory</li> <li>• Ensure consistent use of Pupil Passports by all staff</li> <li>• Objectives and targets from EHCPs to be used as working documents for pupils, teachers and LSAs.</li> <li>• Specific social skills interventions, teaching and practice workshops taught by trained staff to boost social interaction.</li> </ul>	<p>agencies as appropriate.</p>	<p>least termly by SENDCo</p> <ul style="list-style-type: none"> <li>• Reasonable adjustments to provision will allow full access to the curriculum and physical building.</li> <li>• Pupils will be able to communicate better and more in line with their peers or age-related expectations both regarding curriculum and daily social/ life skills.</li> <li>• Staff will provide opportunities for all pupils</li> </ul>
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	<ul style="list-style-type: none"> <li>• Visual support is provided in classrooms with interactive panels.</li> <li>• Curriculum mapping ensures access to a differentiated curriculum for all subject areas.</li> <li>• We have a Student Support Hub with a highly qualified support teacher. Social skills groups, behaviour support, self-esteem and friendship groups as well as individual support are delivered here. The aim is to support all pupils with a wide variety of social, emotional and mental health issues.</li> <li>• A Mental Health Lead is responsible for analysis of our Strength and Difficulties (SDQ) questionnaires and consequent referral to MHST, CAMH and other external agencies as appropriate where there are social, emotional and mental health concerns.</li> <li>• SENDCo participates in all local training and works closely with services and professionals to ensure pupils receive the correct support</li> </ul>			<p>to learn, make progress and engage with activities within the school.</p> <ul style="list-style-type: none"> <li>• Quality assurance processes indicate positive outcomes: lesson observations, learning walks, work scrutiny, review meetings</li> </ul>
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<p><b>Improve and maintain access to the physical environment</b></p>	<ul style="list-style-type: none"> <li>• The environment is adapted to the needs of pupils as required.</li> <li>• This includes: <ul style="list-style-type: none"> <li>• Main doors to school have no steps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> </li> <li>• Ground floor access to all buildings is accessible to wheelchairs.</li> <li>• Reception entrance accessible through automatic doors and reception counter lowered on one side to support disabled visitors in wheelchairs.</li> <li>• The academy has levelled wheelchair access into the main reception and the Arts Centre to support flexible access to external doors.</li> <li>• In the event of an emergency evacuation, Evac chairs are available on the first and second floor, to ensure safe transfer of students/staff/stakeholders to the ground floor.</li> <li>• Alteration of room timetables for staff and/or students who are unable to access 1<sup>st</sup> and 2<sup>nd</sup> floor classrooms / rooms or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that all students, staff, and visitors with a disability are included.</li> <li>• Create PEEP plans for individual students as required.</li> <li>• Maintenance and repair of physical environment implemented at all times.</li> <li>• Maintenance of Evac chair on an annual basis.</li> <li>• Evac chair staff training for staff to implemented on an annual basis.</li> <li>• Ensure we are meeting regulations regarding induction loops.</li> <li>• Undertake a full accessibility signage audit to identify where improvements are required (ongoing)</li> </ul>	<p>Site staff, SENDCo, Principal, Instructions to all staff</p>	<ul style="list-style-type: none"> <li>• All SEND and accessibility policies clearly reflect inclusive practice and procedures</li> <li>• Improved accessibility for disabled users</li> </ul>
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	<ul style="list-style-type: none"><li>• The school has five disabled toilets situated around the site. One of these is also a wet room.</li><li>• Lift available for access to all floors.</li><li>• The lighting on the staircases has been improved to help those pupils with visual challenges. All lighting across the academy have been enhanced with dimmable features in some classrooms.</li><li>• All stairwells have safety handrails.</li><li>• Routine checks in place to ensure that corridors / stairwells and classrooms are clear of clutter and obstacles posing a trip hazard.</li><li>• Safety warning signs are in place in Science, Art and D&amp;T.</li><li>• Black-out blinds in use in some classrooms. Vertical blinds/roller blinds in all other classrooms to manage light and glare.</li><li>• Signage on main gate with contact details for school reception.</li><li>• Signage in place on most room doors.</li><li>• All emergency escape routes are kept in a sterile state and monitored throughout the day.</li><li>• Cleaning / litter picking in place after break and lunchtime in communal areas to minimize risk of slips/trips.</li></ul>	<ul style="list-style-type: none"><li>• To consistently review children's records ensuring the school is aware of any disabilities.</li></ul>		
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	<ul style="list-style-type: none"><li>• There are carpets in all classrooms to improve sound quality with the exception of specialist teaching rooms which require hard floors, e.g. Food, Science and DT rooms.</li><li>• Full range of provision across the disability spectrum is identified and implemented by the SEND and examinations teams for classroom and exam/assessment-based approaches e.g. laptops, scribes, enlarged lesson material, medical support, separate invigilation, rest breaks, etc.</li><li>• Parent evenings – consideration given to location to ensure equal access.</li><li>• There are two break times at school. One is twenty-five minutes in the morning and the second is lunch, which is one hour long in which students are able to access a wide and varied range of extra-curricular clubs and activities of all kinds. All pupils are encouraged to attend. There are clubs that run at lunchtime, including various sports clubs, Art Club, Computer Club and Board Games Club.</li><li>• The library is open before school, throughout break, lunchtime and afterschool for quiet reading or study.</li></ul>			
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	<ul style="list-style-type: none"><li>• For quieter social space, a Fun Friends' Club (FFC) at lunchtime is available for students. Please consult the school website for updated extra-curricular clubs <a href="#"><u>Extra Curricular Activities   Goldington Academy</u></a>.</li><li>• All children, regardless of disability are able to attend all clubs/social events, where reasonably practical.</li><li>• All trips are suitable for all children to attend.</li><li>• Goldington Academy has a breakfast club which opens at 8.00 am and is open for pupils to have breakfast or a drink.</li><li>• At Goldington Academy we have extensive grounds for the pupils to enjoy. There are two play areas, one is a smaller environment where pupils may sit and play games or chat to friends. During the summer the pupils may use our large field which has an additional play area and shaded sections. We also have an all-weather Multi-use Games Area (MUGA), which can be used at break time under supervision.</li></ul>			
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<p><b>Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</b></p>	<ul style="list-style-type: none"> <li>• SEND section of school website provides information on provision and support.</li> <li>• Opportunities provided by assistive digital technologies.</li> <li>• Where required, and upon request from stakeholders, a British Sign Language (BSL) trained professional or interpreter (for the relevant language) will be commissioned to attend meetings.</li> <li>• Regular clear and relevant information to parents in home language if required.</li> <li>• Pupil Passports, school website, pupil-centred review meetings, e-mails, co-production meetings, drop-in sessions, online and in-school bulletins all provide a communication channel for discussion and opportunities for the SENDCo and staff to communicate with parents and families of pupils with a disability.</li> </ul>	<p>To investigate whether there is a need for information to be shared in any other formats.</p>	<p>SENDCO, admin staff, teachers and LSAs</p>	<ul style="list-style-type: none"> <li>• Ensure up to date information on relevant events for parents and links to outside agencies who provide support for families.</li> <li>• Increased links between school and home, so that families will have a voice in the process of reviewing and designing provision for children with a disability.</li> </ul>
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## **5. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

## **6. Links to other school policies and procedures:**

This policy is intended to be used in conjunction with the academy

- Attendance Policy
- Homework Policy
- Inclusion Policy
- Pastoral Care, Guidance and Support Policy behaviour Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Subject Policy documents
- SEND Policy
- SEND Information report - [SEND Information Report](#)
- Risk Assessment policy
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy
- Access Arrangement policy