

Gossops Green Primary School



Equality and Accessibility Policy

Approved by: Local Governing Committee (LGC)

Last Reviewed on: November '25

Next Review: November '26

Staff Member Responsible: SENDCO

OUR VISION
'Delivering equity through education, nurture and ambition'

At Gossops Green Primary School, we believe that every child has the right to succeed, to meet their full potential and to understand that high aspiration and dreams are rightfully theirs to own and pursue, whatever their starting point in life might be.

EQUALITY **EQUITY**



Contents

1. [Aims](#)
2. [Legislation and Guidance](#)
3. [Action Plan](#)
4. [Monitoring Arrangements](#)
5. [Links with Other Policies](#)

1. Aims

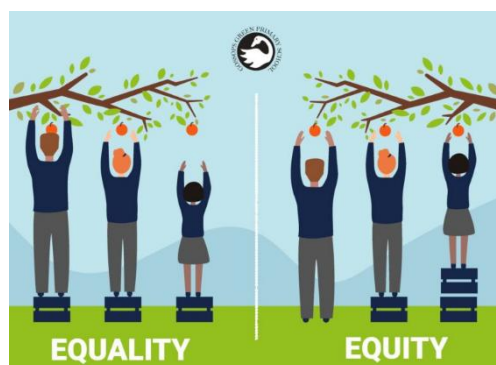
Schools are required under the Equality Act 2010 to have an accessibility policy. The Gossops Green Equality and Accessibility policy will:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Vision

At Gossops Green Primary School, we believe that every child has the right to succeed, to meet their full potential and to understand that high aspiration and dreams are rightfully theirs to own and pursue, whatever their starting point in life might be.



How We Achieve Our Vision

Our extensive experience shows us that emotionally strong children will go on to achieve academically and this is why, alongside delivering our excellent, ambitious curriculum, we place great emphasis on Wellbeing and Nurture at Gossops Green.

We know, however, that life does not always make success as straightforward a path for some children, as it might be for others.

In reality, most of us will find that we need a little extra support at some point in our lives. Children experience a whole range of events in their young lives which have the potential to affect them

emotionally, physically and mentally: loss, bereavement, family breakdown, friendship issues, financial hardship, medical conditions, and academic struggles, are all areas that we know can impact on a child's wellbeing and ability to cope with learning.

In recognising this, we have made it our mission at Gossops Green to identify any barriers – which could prevent children from meeting their potential – and to find ways to reduce and overcome these barriers so that every child has an equal, fair chance to be successful, happy and fulfilled.

At Gossops Green, we refer to this as '*delivering equity*'.

Our high ambition lies in our unwavering commitment to creating an inclusive environment where all children can succeed.

We ensure, at Gossops Green, that our children are nurtured, feel safe, cherished and equipped with the emotional tools to cope – in an often-imperfect world – so that they can focus 100% on their academic learning and fully meet the unique potential each child possesses.

Our Values

At Gossops Green Primary School, we develop and nurture our characters, talents and skills through our '3 Rs' of:



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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND) and explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Equality and Accessibility Policy provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid, adjustments to school premises and/or a part time timetable (in some situations, it can be in the best interest of the child to be placed on a modified timetable).

3. Action Plan

This action plan sets out the aims of our equality and accessibility policy in accordance with the Equality Act 2010.

AIM	LEAD	STRATEGY/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
SEND and Medical register and information on children with additional needs to be updated.	SENDCO Assistant Office Assistant	SEND and medical register (and information on children with additional needs) to be updated.	SEND register and paperwork for individuals Individual Learning Plans (ILPs), Individual Health Care Plans (IHCPs)	Termly	SEND and medical needs will be up-to-date. Teachers and TAs will be aware of the needs of the children in their class
To ensure that the medical needs of all pupils are met fully within the capability of the school	Office Manager SENDCO Admin Assistant	To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Updates at staff meetings and TA training Resources emailed to staff PEEPS (Personal Emergency Evacuation Plan)	Ongoing	All advice acted upon Best endeavors to meet pupils' needs Provide adaptations to help pupils to access the curriculum
To communicate the needs of pupils with key medical, SEND and behaviour concerns to all staff	DSL SENDCO	Key children list updated termly DSL to share with staff termly A copy to be available in the staff room	Key Children List booklet	Termly	Staff awareness of key children
Effective communication and engagement of parents	SENDCO Class Teachers	Introductory meetings in the Autumn term to teachers and support staff, followed by termly meetings with parents and carers. Termly review meetings with parents of children with ILPs and Educational Health Care Plans (EHCPs).	Up-to-date ILPs and EHCPs	Ongoing	Increased engagement of parents

AIM	LEAD	STRATEGY/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Effective communications with preschools and schools to provide a quality transition.	EYFS Lead Class teachers SENDCO	To identify pupils who may need additional (or different) provision for the September intake. SENDCO to build relations with other local SENDCOs. Arrange and attend additional transition visits.	Teacher/SENDCO/Nurture Lead time	Ongoing	Transition for children is smooth with adequate and appropriate provision.
Use appropriate assessment tools and activities for children working below age related expectations (ARE)	SENDCO Assistant Principal (LG) Phonics Lead (HT)	Ensure staff are familiar with the Graduated Approach and OAIP Implement other professional suggestions for adaptations of the curriculum (LBAT/ASCT/EP)	Graduated Approach OAIP (Ordinarily Available Inclusive Practice) ASCT (Autism and Social Communication Team) LBAT (Learning Behaviour Advisory Team) EP (Educational Psychologist) Class Assessments	Ongoing	Children working below ARE will have consistent approaches for assessment and advice.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCO	iPads available to support children with difficulties Coloured overlays or coloured paper for children with visual difficulties Use of ear defenders, wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment E.g., <i>Widgit</i> , visual timetable, wobble cushions etc	Staff training Reflection room Sensory room STAR/SPACE room	Ongoing	Children on the SEND register have appropriate equipment and resources which supports their learning and removes barriers to learning

AIM	LEAD	STRATEGY/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Appropriate use of interventions to ensure success and impact on progress	SENDCO Assistant Principal (DB/LG)	Track intervention success after termly assessments Discuss interventions at termly progress meetings Staff interventions to allow for optimum outcomes for pupils with SEND. Improve gross and fine motor skills interventions Improve sensory interventions	Training on new interventions through external professionals - resources required to deliver interventions Time allocated for progress meetings to discuss impact	Ongoing	Progress and attainment of all children
Ensure the safety of all children at playtimes	Principal	Year 6 play monitors to encourage children to join in games Positive Playtimes introduced by support staff	TA training Training for Year 6 play monitors Reflection room Nurture room	Ongoing	Children feel safe in school
Maintain safe access around the interior and exterior of the school	Premises Manager	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking Improve access around the school to ensure playgrounds are safe (fence panels, removal of steps, new slope access)	Premise walk Equipment necessary to fix, maintain resources	Ongoing	There is safe access throughout the school Easy access to school grounds
Endeavour to ensure suitable access where possible for SEND children to attend after school clubs	SENDCO Cygnet leader After school leaders	Risk assessments provided, when necessary Endeavor to increase staff ratio, if necessary	Registers of clubs and extended day - risk assessments Additional staff	Ongoing	SEND children attending after school clubs with the necessary support

AIM	LEAD	STRATEGY/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
To make effective use of the Reflection room, Sensory room, the Safe, Protective and Calming Environment (SPACE) and the Specific Targeted Adaptive Regulation (STAR)	SENDCO EYFS lead	Children to use the Sensory room and SPACE for regulation Select staff to be taught how to use the equipment in the Sensory room and SPACE	Sensory equipment	Ongoing	Children will know where they can go to regulate Children will be calmer and able to have calming breaks at appropriate intervals
To ensure the physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.	Premises Manager	To have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely Ensure corridors are wide enough for wheelchair accessibility Installation of rails where there are steps and slopes to access all aspects of the school grounds	Disabled people's toilets located in the school, including an emergency pull cord, easy use taps and changing table	Ongoing	
Maintenance to the Sensory, STAR and SPACE rooms	Premises Manager	Check wall-mounted equipment is secure Change the water in the bubble tube when necessary		Ongoing	Children with sensory related issues can use the sensory room to regulate their emotions

4. Monitoring Arrangements

This document will be reviewed every year, but will be evaluated termly, with relevant updates being included in the 'Principal's Update' to the LGC each term.

5. Links with Other Policies

This equality and accessibility policy is linked to the following policies and documents:

- Risk assessments
- TCT Health and Safety Policy
- TCT Equalities information
- SEND Policy
- Managing Medicines Policy