



Thinking Schools Academy Trust
“Transforming Life Chances”



Goodwin Academy
Accessibility Plan

Policy Holder: Sam Joyce
Position: Facilities Manager
Date Ratified: 21.07.26
Review Date: 21.07.28

Vision Statement

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the School to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Goodwin Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The School Vision Statement

The Thinking Schools Academy Trust transforms life chances based on the understanding that education is the key to accessing these opportunities and we support and develop every member of our community to:

- Think about their Thinking
- Be their Best self
- Shape their Success

At Goodwin Academy, we have three Goodwin Values:

- READY to embrace the challenges of each day
- RESPECT for ourselves and our community
- SAFE in our actions, choices and relationship.

At the Academy, we seek to create an environment in which students and staff feel able to explore and express themselves. Over time we hope to reassure students that rather than forcing them to believe certain things, or act in certain ways, we are merely providing opportunities for them to investigate what they themselves believe.

The school is also committed to ensuring 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. We have included a range of stakeholders in the development of this accessibility plan.

The School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in School, this procedure sets out the process for raising these concerns.

Signature:



Date: 16.07.2025

Name: Phil Jones

Position: Headteacher

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

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

Please note that an accessibility audit of the school will be scheduled in once coronavirus restrictions allow, to enable a full and complete action plan to be developed.

Aim	Current good practice <i>Established practice and practice under development</i>	Person responsible	Check of good practice completed and any comments/further actions required	Date to complete
1. Increase access to the curriculum for pupils with a disability	Our school offers a broad and balanced curriculum for all pupils irrespective of any disability. Adaptions are made where appropriate.	Headteacher	The curriculum is designed to be ambitious for all learners. All staff are trained in adapting the curriculum to meet specific needs.	Check complete
	Maintains a register of pupils with a disability. Staff are aware of children with disabilities such as dyslexia, ADHD, diabetes etc. and plan accordingly.	SENCO	Arbor is used to record and store the registers used for students with SEND. All information is found on Provision Maps. Learning Plans contain all the information required for staff. TACs, staff briefings and CPD ensure that staff are aware of the different needs of students as well as strategies to support.	Check complete
	Monitors patterns of attendance for students with a disability.	Deputy Headteacher and AIC	Attendance is monitored on a daily basis. Where specific adjustments are needed to support a student attending these are discussed with the SENDCO and Student Services Manager.	Check Complete
	Monitor participation in extra-curricular activities. Students have full access to trips and extra-curricular	Assistant Headteacher	Arbor is updated termly with accurate clubs and enrichment	Check Complete

	activities including the use of risk assessments where appropriate.		opportunities., Total Education Tracker created which allows monitoring of uptake from all groups including SEN. Risk assessments used where appropriate and adaptations considered, where required, to allow students to access full range of opportunities.	
	We use resources tailored to the needs of pupils who require support to access the curriculum. Staff receive training to enable them to support students with disabilities appropriately.	Assistant Headteacher & SENCO	LSAs support EHCP students but are aware of other SEND students in their classes. LSAs have folders of information to support the students in their classes with SEND. Intervention's support SEND students to access the curriculum and develop their full potential. TACs, staff briefings and CPD ensure that staff are aware of the different needs of students as well as strategies to support.	Check complete
	Curriculum resources include examples of people with disabilities alongside awareness and students have opportunities to meet people with a variety of disabilities.	Assistant Headteacher & Curriculum Leaders	Curriculum Intent priorities include recognising and respecting diversity. When planning curriculum HODs consider how to increase the diversity of the content including focusing on key figures. Curriculum audit regarding diversity within curriculum. GWA welcomes a wide range of external visitors.	Check Complete

	Curriculum progress is tracked for all pupils, including those with a disability	Assistant Headteacher & Curriculum Leaders	Use of Pupil Progress and other in school trackers allow accurate tracking of all students, including those with a recognised disability.	Check Complete
	Targets are set effectively and are appropriate for pupils with additional needs	Assistant Headteacher and Data Manager	Targets are set using national data from FFT. Where internal targets are created, they incorporate information from a range of assessments, including CAT and progress testing.	Check complete
	The curriculum is reviewed to make sure it meets the needs of all pupils	Headteacher and Heads of Department	Systems are in place with external and internal quality assurance to ensure that the curriculum is meeting the needs of all learners.	Check complete
2. Improve and maintain access to the physical environment	Disabled parking bays	Thinking Facilities	Disabled bays are in good condition and free of obstructions	Check Complete
	Disabled toilets and changing facilities	Thinking Facilities	All disabled toilet alarms and arm rests checked	Check complete
	Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan).	Thinking Facilities & Student Services Manager	All fire notices and signage are updated	Check complete
	Parents/carers are consulted about access needs during transition/when a child is admitted to the School and during review meetings	SENCO & Transition Team	Systems are in place to support. Visits are made to the primary school by staff. SENCO is present at all transition meetings; additional vulnerable student transition days are arranged in liaison with parents and primary schools. Coffee mornings in Terms 5 and 6 allow for parents of pupils with SEND to attend the school to	Check complete

			discuss their child with the SEND team.	
3. Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • pictorial or symbolic representations	SENCO Thinking Facilities	Systems are in place to support. All information is on the SEND policy and SEND information report.	Check complete
4. Ensure that disabled adults are considered equally with others for posts in the School.	• To welcome all applicants for teaching and non-teaching posts • To encourage all members of the community to consider becoming a governor.	Headteacher Governors	Systems for recruitment and shortlisting allow for full access to all applicants. Additional requirements for interviews are explored ahead of time.	Check complete

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the Headteacher and Chair of Governors.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Health and Safety Management System
- Equality Policy
- SEND Policy
- SEND Information Report
- Supporting students with Medical Conditions Policy