



St Johns Road, Tiffield, Northampton, NN12 8AA

Accessibility Plan

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Authorised by: Andrew Briggs

Position: Chair of Governors

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The Gateway School is committed to providing an accessible environment within an inclusive learning environment that enables all learners to work towards their potential.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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.

Improve access

It is our intention to remove, as far as possible, those barriers which make it difficult for any individual who has difficulties within the following broad categories of need, if it gets in the way of normal academy life:

- Physical access to the learning environment
- Access to published information/lessons/learning/school
- Access to the curriculum

Difficulties

The range of difficulties which may need addressing are various and are likely to change according to the cohort of pupils and their identified difficulties, but they could be broadly grouped as:

- Sensory impairment, speech, hearing or eye sight
- Physical difficulties, co-ordination, manual dexterity, ability to lift or move everyday objects
- Medical needs, continence, managing medication
- Cognitive and learning needs, memory or ability to learn, concentrate or understand
- Communication difficulties including Autistic Spectrum Disorder
- Social and emotional needs
- Perceived risk or physical danger

Strategy

This leads us to develop the accessibility plan, which is a strategy for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the academy to increase the extent disabled pupils can take advantage of education and associated services offered by the school.
- Improving the delivery of information that is already provided in writing to able bodied pupils. This should be done within a reasonable period of time and in formats that take into account the preferred means of communication by the pupils and their parents/carers.

Actions

- Continually review the environment of the school, the way we plan, prepare and teach the curriculum and try to make sure the information we provide for pupils is understandable.
- Provide an atmosphere where all pupils feel safe and valued.
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereo types and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra curricular activities that may have limited access for pupils with a disability and see if it is possible to provide learning experiences that promote similar development of knowledge and understanding.
- Investigate access within our planning cycle so that it is an explicit part of our academy plan.

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

Our 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.

Our 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.

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.

3. 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 school's governing body.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action Plan

Increasing the extent to which disabled pupils can participate in and access the curriculum

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Review the curriculum to ensure it meets the needs of all pupils.	Highly differentiated already. Each pupil at TGGs enters the school with an EHCP which is regularly reviewed. Teaching is tailored specifically to meet their needs with targets set appropriate to pupils with additional needs. Allocation within EHCP from External Agencies and TGS Staff would liaise with them regarding these specialities.	<ul style="list-style-type: none"> - Review EHCP - Set specific teaching/pastoral plan - Liaise with external agencies where relevant 	Within the term that the pupil is starting	Deputy Headteacher
Use a differentiated curriculum for all pupils.				Assistant Headteacher (SENCo)
Track progress for all pupils inc. those with a disability.	Preparing for positive futures. This would be amended for a pupil with a disability (personalise for all pupils).	<ul style="list-style-type: none"> - Track progress in line with needs and vulnerabilities - Set actions as required 	X3 per year Ind Annual review	Assistant Headteacher (SENCo)
Provide access to technology appropriate for pupils with a disability.	We currently provide laptops for those pupils who struggle. Particular hardware and software for pupils with disabilities.	<ul style="list-style-type: none"> - Purchase relevant equipment (software or hardware) needed for individual needs 	Within the term that the pupil is started.	SENCo Ops manager
Ensure all staff are trained in the school's teaching model.	CPD meetings held every regularly. Research & Development meetings regularly Staff would get specific training based on the needs of the individuals.	<ul style="list-style-type: none"> - Hold regular training sessions (CPD) - Specific training to meet the needs of individuals and EHCPs as necessary 	As required	Assistant Headteacher (CPD)
Ensure there is a depth of knowledge within SEND staff to support any pupils with identified disabilities in school.	Liaise with relevant organisations such as ASD and more specific departments. Our SENCO is up to date with required accredited training.	<ul style="list-style-type: none"> - SENCo to attend up to date accredited relevant training - Liaise with relevant organisations when necessary 	Annually	Headteacher SENCO

Ensure all staff have access to up to date information regarding which pupils have disabilities.	All staff have access to all EHCP's through Arbor.	- Ensure all EHCPs are saved in pupil files		Business Support Officer and SENCo
School Trips	<p>All trips are risk assessed and this would be part of that (OEAP- EVC)</p> <p>Trained EVC Coordinator on site</p> <p>Staff attend relevant training and liaise with parents/carers.</p>	<ul style="list-style-type: none"> - Risk assessment completed on OEAP - Various adaptations made relating to the individual need/s. - Training completed by staff attending the trip where necessary - Liaise with parents / carer 	In the agreed timescale for the visit / trip	Assistant Headteacher (EVC)
PE	<p>Relevant, feasible adjustments are made.</p> <p>Lessons are modified to meet needs of individuals</p>	<ul style="list-style-type: none"> - Risk assessment completed - Various adaptations made relating to the individual need/s. - Training completed by staff where necessary - Liaise with parents / carer and EHCP - Lesson plan modified 	Daily	Leigh Watts (PE) Naz Aslam (Science)
Science	Audit /risk assessments are in place.			

Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Ensure site / pathways are accessible and clear of any issues	Regular site inspections by Facilities Management , clearing of leaves, snow and any debris / rubbish etc.	<ul style="list-style-type: none"> - Continuation of daily site inspections. - Continuation of monthly site inspections by School Business Manager and Facilities Manager. - Update / review risk assessment 	Daily Monthly Annually	Mark Kelly Facilities Management Operations Manager operations Manager
Exit and Fire escapes are visibly signposted and pupils are aware of where these are.	Fire escapes are regularly checked Fire drills are regularly carried out.	<ul style="list-style-type: none"> - Continuation of checks - Continuation of fire drills 	Daily Termly	Mark Kelly Facilities Management Operations Management
Ramps provided to allow wheelchair access	All areas wheelchair accessible in main school and VLC	<ul style="list-style-type: none"> - Further investigate use of ILC 	Summer Term 2024 ongoing	Operations manager

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Improve ability to navigate around school.	Ensure signage is adequate and clear-transition pupils /visitors	- Look at improving signage around school. Making these autism friendly (coloured etc)	Medium Term	Facilities and Ops maangement
Sensory room	This would be used as part of a pupil's individual plan	- Assess EHCP and use sensory room where applicable in line with individual needs	In the term where the pupil requires this	Assistant Headteacher (SENCo
Disabled toilets	Disabled toilets are situated in school	- Assess individual pupil's EHCP for requirements.	In the term where the pupil requires this	Facilities management
Car Park / disabled car parking	There is currently two car parks at school all with disabled parking.	- Ensure spaces are maintained	Longer term	Operations manager

Improving the availability of accessible information to disabled pupils, staff, parents and visitors

Targets	Notes / current practice in school	Actions	Timescale	Person responsible
Using a range of communication methods to ensure information is accessible.	Exam Access arrangements are already in place and situated with EHCPs (eg. scribes, readers, prompts etc) Large print resources / Colour requirements, braille and Pictoral or symbolic representations are used where necessary	<ul style="list-style-type: none"> - Review pupil's EHCP and put in communication methods necessary to ensure accessibility for individual. 	In the term required	Assistant Headteacher / SENCO/Pastoral Manager Dan Finch (Literacy Lead)
Visual impairments / dyslexia	Visual timetables are in place for those pupils who require this.			
Website	The Gateway School's website is currently written to a high-level reader (post graduate level.	<ul style="list-style-type: none"> - Assess the writing on the website and re-write to make it easier to read. - Use Hemingway website to assess 	Medium Term	SLT
Handouts	<p>The Gateway School has a pupil friendly version of Safeguarding / Safeguarding Policy.</p> <p>The Gateway School makes itself aware of the services available through the LA and/or the wider Creating Tomorrow trust for converting written information into alternative formats.</p>	<ul style="list-style-type: none"> - Review the safeguarding versions for pupils - Make available in various preferred formats where applicable 	<p>Short Term</p> <p>In the term required</p>	<p>SLT</p> <p>Assistant Headteacher (SENCO)</p>

Parents / carers are provided with information, guidance and advice which includes support for completing forms and paperwork.	<ul style="list-style-type: none"> - The Gateway School ensures that parents/carers have direct support around; - Transport to and from school - Applying for funding - Understanding the school curriculum/pastoral systems - Signposting/ guidance from external agencies such as SENSS - Safeguarding - Availability of scheduled meetings to support form filling and 1-1 guidance for parents. 	- Transition package in place to support pupils and parents and to put in communication methods necessary to ensure accessibility for individual/parents/carers.	In the term requires	Pastoral Manager/SENCO
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