



GATEWAY SCHOOL

ACCESSIBILITY PLAN SEPT 2016 – AUG 2019

Overall Aim

To ensure Gateway School is able to remain an inclusive school and that there is the opportunity for equality of access and opportunity for all pupils. We are aiming to make 'reasonable adjustments' to ensure students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

To make staff aware of the implications of the definition of disability in the Equality Act 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'

Our plan aims to:

Increase access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the physical environment of the school. This covers improvements to the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of the education, benefits, facilities and services offered by Gateway School.

Improve the delivery of information to disabled pupils. Much has been achieved to improve the access to the curriculum for pupils with specific learning difficulties such as dyslexia. Further planning is required to enable Gateway School to accommodate potential pupils with other disabilities. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Our statutory responsibilities:

Gateway School makes these accessibility plans available to all interested parties on request.

Our plan is to increase over time, or when need arises, the accessibility of the school for disabled pupils and implement the plans that are outlined in this document.

Equal Opportunities

We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. The School is committed to being an Equal Opportunities Education provider and is committed to equality of opportunity for all members of the school community. The school recognises and accepts its responsibilities under the law, in line with the 1976 Race Relations Act and in line with the Equality Act 2010; all candidates for admission will be treated equally, irrespective of their, or their parents' age, gender, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or ethnicity, language, religion or belief, national or social origin, sexual orientation, property, birth or other status. We expect all of our pupils to attend all assemblies and outings, and to take full part in all Religious Education, and Learning for Life lessons.

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PHYSICAL ENVIRONMENT

To improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school

Target / Objective	Actions	Lead	Cost	Timescale/Deadline	Outcome / Evaluation
Investigate the possibility of installing lifts or stair lifts in the main house	Arrange for a visit from a disability expert to assess possibilities	Bursar		During 2016/17	Aware of the cost and possible improvements in case these are needed
Ensure all emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Consultation with Fire Safety Officer and produce plan for improvements	Bursar		As required 2016 - 19	Fire alarms and signage will be reviewed and upgraded as necessary
To improve the accessibility of the site to anyone with a disability	As the school site is modernised and upgraded ensure that the needs of disabled pupils, parents and staff are considered when making adjustments	Head and Bursar	££	Ongoing 2016 -19	Improvements to accessibility made over the 3 yr period
The décor or signage may be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	Liaise with local support services as need arises and implement revisions as required	Bursar		As required 2016/17	Necessary adjustments are made as recommended
Ensure the lighting is sufficient in areas where pupils need access to during the hours of darkness	Check lighting of areas where access is needed in the darker months	Bursar		Summer 2016	Exterior Lighting has been updated and is of better quality and coverage

<p>Improve the acoustics in classrooms where hearing impaired pupils will be taught</p>	<p>Investigate ways in which background noise can be minimised in these rooms by consulting a specialist</p> <p>Plan to implement ways to minimise background noise as budget allows</p>	<p>Bursar SENCO</p>		<p>During 2016/17</p>	<p>Improved access to the curriculum for these pupils across all subjects</p>
<p>Consider timetable alterations to accommodate temporarily physically handicapped pupils for those lessons currently taught in inaccessible classrooms</p>	<p>Identify lessons affected and make reasonable amendments</p>	<p>RI switches as required</p>		<p>As required 2016-19</p>	<p>Managed successfully for temporarily disabled pupils (eg broken leg)</p>

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CURRICULUM

To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;

Target / Objective	Actions	Lead	Cost	Timescale/Deadline	Outcome / Evaluation
Ensure our admission procedures do not disadvantage disabled pupils from attending the school	Review admissions procedures to ensure they include reasonable adjustments for any pupil with a disability	Head		Autumn Term 2016	Pupils are not discriminated against when applying for a school place
Teachers are all aware of their responsibilities to ensure the curriculum is accessible to all pupils	Observations, planning and book scrutiny of teaching to focus on adapting teaching	SMT +SENCO		On- going through out 2016-19	Equip all teachers to cope more effectively with individual pupils' needs
The provision of information in simple language, symbols, large print, audio/video form or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	Annual review dependent on specific needs of cohorts	SENCO to advise individual teachers		As required 2016-19	Non applicable to date
Ensure appropriate adjustments are applied for for pupils with disabilities so that they are granted the extra time or other amendments needed when sitting 11+ and SATs examinations	Check appropriate assessments have been carried out in a timely manner	SENCO	Cost of professional report and SENCO time	Review annually in relation to needs of pupils	Additional time and reasonable adjustments are granted by County for pupils

To ensure the school provides auxillary aids to assist pupils who need help to access the curriculum	SENCO Keep up to date with what is available to assist disabled pupils	SENCO	Training attended as appropriate	As required 2016-19	Pupils are provided with the aids to give support and assistance as required
To ensure disabled pupils are not disadvantaged by any loss of opportunity	School trips and activities are risk assessed taking into account the pupils in our care	EVC + SENCO	Additional cost if any adjustments or additional staff are required	Reviewed as necessary and adjustments made	All pupils can take part in school activities regardless of disability
All staff aware of the content of current Education and Health Care Plans	All Plans are accessible to all staff on Pupil Asset and are regularly updated	SENCO + All teachers	Time and training costs for new staff	Programme of review and updating Plans will continue throughout the 3 year period 2016-19	All Plans held on Pupil Asset content known by staff and updated regularly
Review of the scope and format of Education and Health Care Plans	Information about the care of pupils included to produce an overall pupil care plan	SENCO NURSE BURSAR		Current procedures updated in 2015, and new system being monitored now	Implementation of any new system/format following the review and following national guidelines
To provide access to computer technology appropriate for pupils with disabilities	Ensure we have ICT resources available for pupils to use	AA BURSAR	Cost of additional equipment	Review annually	Pupils have access to equipment if they require it.

RESOURCES

To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Target / Objective	Actions	Lead	Cost	Timescale/Deadline	Outcome / Evaluation
To ensure staff are mindful of presenting information which is user friendly for people with disabilities	To adapt teaching methods as appropriate			Review annually in relation to needs of pupils	
Use ICT effectively to produce written information in different formats to help pupils with disabilities	Upgrade ICT equipment so that staff can easily record written information and make files available to pupils	AA		Review annually in relation to needs of pupils	
Review ICT resources in line with needs of annual cohorts	Purchase and install appropriate alternative equipment or software as necessary	AA/ SENCO		Review needs annually in relation to needs of pupils	ICT provides
Ensure lesson plans adopt a practical approach and take account of the specific disability of pupils in each class	Update lesson plans with appropriate to amendments / adjustments to enable all to access the resources	SENCO		Ongoing during each academic year	Plans make clear the provision / adjustments that have been made to assist pupils with a disability
Ensure resources available for use with specific pupils who would benefit from using ICT to produce written work	Chrome books purchased	SENCO			Need to review use and ensure creating a positive benefit