



Disability Access Plan September 2022 - August 2025

Overall Aim

Gateway School seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that 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.

The plan seeks to:

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'

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This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

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.

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.

This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from planning consent or listed building/conservation area status. In respect of the latter, GatewaySchool is in a situation of particular

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restriction. Part of the school occupies a Grade II listed building, together with a number of permanent and temporary classrooms, in a designated conservation area of Buckinghamshire in Great Missenden. The fact that the main school building is a listed building, severely limits the ability of the school to make physical adjustments to its premises.

| Gateway School SENDA Accessibility Plan | | | | | | |
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| Physical 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 | | | | | | |
| Theme/ Target/ Objective | Action | Leading/ Responsibility | Timescale/Date | Success Criteria | Outcome | Sign off/ Evaluation |
| Improve the acoustics in classrooms / school hall where hearing impaired pupils will be taught | Investigate ways in which background noise can be minimised in these rooms by consulting a specialist. Investigate the purchase of sound boards for the school hall to muffle the sounds. Plan to implement ways to minimise background noise as the budget allows. | Finance Manager, SENCO | During 2021/22 | Pupils able to access curriculum more easily | Improved access to the curriculum for these pupils across all subjects | |
| To ensure classrooms where | Décor to be adjusted where it is considered to be confusing or | SENCO/SLT | Ongoing | Pupils with known such issues are | Pupils with known such issues are happy | |

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| there are disabled pupils with visual impairment, autism or epilepsy are not confusing or overstimulating | disorientating for disabled pupils with visual impairment, autism or epilepsy. Ensure class displays are accessible to all pupils. | | | happy with any areas that were previously an issue. All pupils can access class displays. | with any areas that were previously an issue. All pupils can access class displays. | |
| Emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | Investigate the cost of installing alarms with both visual and auditory components. Consultation with Fire Safety Officer and produce plan for improvements | Finance Facilitator/Health and Safety manger | As required 2019- 22 | Fire alarms and signage will be reviewed and upgraded as necessary All pupils can access and understand emergency and evacuation procedures. | Annual Fire Safety survey carried out and signage updated where required All pupils can access and understand emergency and evacuation procedures. | |
| Consider timetable alterations to | Identify lessons affected and make reasonable amendments | Nurses /RI adapt time table as required | As required 2019-22 | Pupils can still attend school safely with a | | |

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| accommodate temporarily physically disabled pupils for those lessons currently taught in inaccessible classrooms | | | | temporary disability | | |
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| 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/ Finance facilitator/ Health and Safety manager | Ongoing 2019-22 | Improvements to accessibility made over the 3 yr period | | |
| Curriculum | | | | | | |
| To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum; | | | | | | |
| Theme/ Target/Objective | Action | Leading/ Responsibility | Timescale/Date | Success Criteria | Outcome | Sign off/ Evaluation |
| Strive to ensure the curriculum is fully accessible to pupils with any type of | Consider alternative communication systems. Consider the way in which information is presented to | Led by SENCO and relevant teachers. | Ongoing 2019-2022 | Curriculum is fully accessible for all pupils. | | SLT Team |

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| difficulty or disability. | pupils. Consider ways in which pupils can communicate their ideas. | | | | | |
| Enabling Participation in the School's Curriculum for All | Train staff on differentiation Use iSAMS / PA / CPOMS to improve access of teachers to information. | SLT/ICT dept/ Admin | Ongoing 2019-2022 | Improved staff confidence in differentiating, evident in class. Pertinent pupil information increasingly accessed by staff to aid planning and teaching. | Improved access to learning in class, including resources. | |
| | Provision of aids to assist visual or auditory impairment. | ICT Tech/ SEN dept | When required | Pupils with such impairments improve participation. | Pupils with such impairments improve participation. | |
| | Review ICT resources in line with needs of annual cohorts. | SLT/ICT Co-ordinator | Annually | ICT resources successfully support pupil | ICT resources successfully support pupil learning. | |

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| | Monitoring of SEND progress within progression meetings as a specific cohort. | SENCo/SLT/ Subject leads | Ongoing | learning. Pupil's needs are met to ensure progression across the curriculum. | Pupils achieve to the best of their ability. | |
| 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 | SENCO/ School nurse/ Trip organiser | Reviewed as necessary and adjustments made | All pupils can take part in school activities regardless of disability | | |
| Create 'chill-out' space in school particularly for older pupils. | Create a quiet room where students can talk to counsellor / staff or simply take time out. | SENCO/ SLT/Site manage/ Finance facilitator | 2021-2022 | Room/area created and being used. | Improved happiness and wellbeing of pupils. | |
| 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. | SLT/SENCO/ Subject leads | On- going through out 2019-22 | Equip all teachers to cope more effectively with individual pupils' needs. | Individual needs of pupils met. | |

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| <p>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</p> | <p>Annual review dependent on specific needs of cohorts.</p> | <p>SENCO to advise individual teachers</p> | <p>As required 2019-22</p> | <p>SEND Pupils are able to access resources independently</p> | <p>Pupils are able to access resources independently</p> | |
| <p>Ensure appropriate adjustments are applied for pupils with disabilities so that they are granted the extra time or other amendments needed when sitting 11+ and examinations.</p> | <p>Check appropriate assessments have been carried out in a timely manner and necessary Special Access Arrangements applied for.</p> | <p>SENCO/SLT</p> | <p>Review annually in relation to needs of pupils</p> | <p>Additional time and reasonable adjustments are granted by the County for pupils.</p> <p>Summative assessments are accessible and</p> | <p>Annually pupils are allowed extra time / movement breaks/ quiet room</p> <p>Summative assessments are</p> | |

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| <p>Ensure consideration given to SEND in all internal and external testing.</p> <p>Physical Health</p> | <p>Offer a wide range of sports and activities, including swimming so that all children can take part in physical exercise</p> | | | <p>stress minimised.</p> <p>All pupils benefitting from participating in physical exercise.pils</p> | <p>accessible and stress minimised.</p> <p>Improved fitness and health</p> | |
| <p>All staff aware of the content of any current Education and Health Care Plans</p> | <p>All Plans are accessible to all staff on i-SAMs.</p> | <p>SENCO / All teachers</p> | <p>Programme of review and updating is ongoing throughout the 3 year period 2019-22</p> | <p>All Plans held on i- SAMs content known by staff and reviewed annually at pupil's annual review.</p> | <p>Plans accessible on li-SAMs for all staff.</p> | |
| <p>To provide access to computer technology appropriate for</p> | <p>Ensure we have ICT resources available for pupils to use</p> | <p>HEAD OF ICT / Finance Faciliitor</p> | <p>Review annually</p> | <p>Pupils have access to equipment if they require it.</p> | <p>Chrome books bought an available for SEN dept and used by indiv children as</p> | |

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| pupils with disabilities | | | | | required | |
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| Resources/ Accessibility of Information To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled | | | | | | |
| Theme/ Target/Objective | Action | Leading/ Responsibility | Timescale/Date | Success Criteria | Outcome | Sign off/ Evaluation |
| Accessibility of Information | <p>Increase the use of voice assisted software as easily accessible means of communication for all people involved with the school.</p> <p>Ensure that all communications sent out by the school consider the need for accessibility for all by using well-presented materials which are jargon free, using clear font of an appropriate size.</p> | ICT Tech/ Admin/SLT/ Marketing | | <p>Improved access to information. No concerns raised regarding not being able to access.</p> <p>Those with visual impairment can access display notices.</p> <p>Signage is accessible.</p> | <p>Improved access to school information.</p> <p>Those with visual impairment can access display notices.</p> <p>Signage can be accessed and followed.</p> | <p>Google speak software on all chrome books (Sept 2020? and ongoing)</p> <p>ISAMS fully embedded Sept 2021 so pupil info fully shared</p> <p>SEND register google doc so accessible and</p> |

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| | <p>Using public areas of school to display notices in large font.</p> <p>Ensuring all signage is sufficiently clear, with visual cues.</p> <p>Policies available electronically so that user can adapt to their needs, including Audio information on school websites to support visually impaired.</p> <p>Enabling compatibility on websites.</p> | | | | | <p>editable at all times (Sept 2021)</p> <p>Moved to Chrome cast and investment in new large screens has improved visibility (ongoing)</p> |
| To ensure staff are mindful of presenting information which is user friendly for | To adapt teaching methods as appropriate | SENCO/ SLT/ | Review annually in relation to needs of pupils | Pupils with individual needs can access teaching material | Pupils with individual needs can access teaching material | |

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| people with disabilities | | | | | | |
| 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 | ICT Technician /teachers/ | Ongoing | Use of Google Classroom to hold resources. | | |
| Review ICT resources in line with needs of annual cohorts | Purchase and install appropriate alternative equipment or software as necessary | ICT Technician/ SLT/SENCO | Ongoing | ICT provides an additional resource to support pupils' learning. | Review needs annually in relation to needs of resource to help pupils access the curriculum. | |
| Ensure lesson plans adopt a practical approach and take account of the specific disability of pupils in each class. | SENCO informs teaching staff in handover meetings of specific needs. 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. | | |

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| Ensure resources available for use with specific pupils who would benefit from using ICT to produce written work | Chrome books made available for pupils to use in class whenever they are needed to assist with a task to access the curriculum. | SENCO | Summer 2022 - New Chrome books purchased for SEN dept? | Need to review use and ensure creating a positive benefit | | Chrome book used for pupil with EHCP to enable better access to the curriculum 2020 |
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APPENDIX 1

Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments. School will work with the appropriate external agencies to ensure provision of additional services, known as auxiliary aids and services.

Auxiliary aids and services.

We are mindful of our duty to provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled.' In order to meet the needs of disabled pupils, the school requires full information and close liaison with the parents. The school will ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the school should be aware.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality. Full details of the plan may be requested from the Head Teacher..

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