



The Gatwick School

Accessibility Plan/Policy

Key document details			
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Intent

The Gatwick School will try to ensure that the culture and ethos are such that whatever the abilities and needs of the pupils, everyone is equally valued and treated with respect. The whole school community should have the opportunity to experience, understand and value diversity.

The school has adapted the physical environment to the needs of its pupils. The school ensures that our children have a safe and accessible environment. Where a child has a specific need, the school has sought advice from relevant bodies and acted upon effectively.

Definition of a Disability

‘A person suffers a disability 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 carry out normal day-to-day activities.’ We will try to ensure that we do not treat disabled pupils less favourably. We will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, (the ‘reasonable adjustment’ duty).

Aims and Objectives

Raise awareness of disability and neurodiversity amongst the school community and plan to include all pupils in our work.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Academy Board are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. This Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will be reflected in other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the year ahead. The plan was updated to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will be published on the school website. We understand that the LA will monitor the school’s activity under The Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional gender and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010);

this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe
- Improve access to the physical environment of the school, adding specialist features as necessary; this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Learning and Teaching policy (including curriculum)
- Equality Policy Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Management Policy School
- Development Plan School Prospectus
- Vision Statement

8. The Accessibility Plan for physical accessibility relates to the access audit of the school, which was undertaken by the SENDCO, SEND LAB member and Site Manager and remains the responsibility of the LAB. It may not be feasible to undertake all the works during the life of Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of the reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored annually through the Head, School Business Manager and Governor.

12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Gatwick School ACCESSIBILITY PLAN – CURRICULUM ACCESS

Target	Strategy	Outcome	Timeframe	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils, with lesson time optimised. Sensory needs are taken into account.	Review and implement a preferred layout of furniture and equipment to support the learning process in the individual class bases and across the foundation village. Ensure resources and visuals aids are at eye level for all children. Use of visual timetables across the school. Visual reminders of rules and routines. Use of high-quality wave 1 resources e.g. Numicon/	Learning sessions start on time without the need to make adjustments to accommodate the needs of pupils. Children have ready access to a range of resources to support the	On-going	Increase in access to the curriculum and improved children's outcomes.
Training for Awareness Raising of Disability and neurodiversity differences.	Provide training for LAB, staff, pupils and parents. All staff review their room and practice, children's needs.	Whole school community awareness of issues relating to Access.	On-going and ensure carried out annually. Also making updates in line with current legislation.	Community will benefit by a more inclusive school and social environment. Children will be caring and inclusive
Ensure staff are aware of the graduated levels of provision and the needs of their children.	Children transferred to new individual support plans and shared with teams. Referrals, where needed, are made to outside agencies and advice followed	Provision maps and SEND support arrangements kept up to date and targets are smart and making an impact to child's progress	Ongoing half termly reviewed.	Improved outcomes for children's progress and wellbeing.
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness, and risk assessed with adult supervision and ratios planned.	Risk assessments produced and put onto evolve by the trip leader.	Reviewed annually	All pupils in school able to access all educational visits and take part in a range of activities.

PE accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school. Attend fixtures outside of school that are appropriate for all children.	PE curriculum is checked thoroughly, and resources are bought to support all learners. A range of clubs and opportunities offered.	Reviewed annually	All pupils taking part in PE lessons.
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THE GATWICK SCHOOL ACCESSIBILITY PLAN - THE DELIVERY OF WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats e.g. dyslexic friendly/braille.	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Chucking of information for those that find processing difficult. Explore the use of technology.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	Delivery of information to pupils and parents/carers effective. Those who cannot read can still be kept up-to-date.
Make available school prospectus, school newsletters and other information for parents in alternative	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly	On-going.	Delivery of school information to parents and the local community. Effective marketing to all.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or English as an additional language.	Access to translators, sign language interpreters to be considered and offered if possible.	Signpost parents to relevant help and support. Ensure that external services are called upon (EMTAS/SaLT)	Ongoing	Pupils and/or parents feel supported and included

Links to support services

West Sussex SENDIAS

<https://westsussexsendias.org/>

West Sussex Parent Carer forum

<https://www.wspcf.org.uk/>

Local offer

<https://westsussex.local-offer.org/>

Early Help

<https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/early-help-services/>

Ethnic Minority and traveller Achievement Service

<https://schools.westsussex.gov.uk/Services/3381>

Speech and Language Service

<https://www.sussexcommunity.nhs.uk/services/speech-and-language-therapy-for-children-west-sussex/109061>

Nurse Service

<https://www.sussexcommunity.nhs.uk/services/community-nursing-west-sussex/108945>