





## Gateway Primary School Policy Cover Sheet

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| <b>Policy Name:</b>                            | <b>School Accessibility Plan</b>  |
| <b>Adopted at / by:</b>                        | <b>FGB</b>  |
| <b>Signed on behalf of the Governing Board</b> |       |
| <b>Name:</b>                                   | <b>Kevin Moyes</b>  |
| <b>Date:</b>                                   | <b>December 2024</b>  |
| <b>Signed on behalf of Headteacher:</b>        | pp.  |
| <b>Name:</b>                                   | <b>Kayleigh Anstee</b>  |
| <b>Date:</b>                                   | <b>December 2024</b>  |
| <b>Review period:</b>                          | <b>3 year</b>   |
| <b>Date of next Review</b>                     | <b>December 2027</b>  |

Gateway Primary School is a school that builds on a sense of belonging and community, developing children's roots – firstly within a classroom, throughout our school and then within the wider community, helping children form a sense of where they are from.

- We aim to enhance our children's understanding of opportunities within and beyond a military lifestyle - linking historical and current issues of interest to our children and their families.
- We want to create links between school and home – families learn together and share their discoveries, creating a love of learning.
- We embrace a whole school topic approach, learning as a community, celebrating and sharing successes together.
- We offer rich, hands on experiences through trips and visitors, making school a place they want to be, all day every day.
- We invest in our children's unique starting points, culture capital and out of school interests, developing a true sense of each individual child, fundamental to building strong relationships.
- We aim to develop the emotional skills to thrive in a society with lots of transition, learning to welcome new members, embracing our strengths and differences, as well as compassionately saying goodbye and engaging in change and progress.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

## **Purpose of Plan**

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Gateway Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

*'They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities'*

Gateway Primary School recognises its duty to:

- Not to discriminate against pupils with a disability in their admissions and exclusion and provision of education and associated services.
- Not to treat pupils with a disability less-favourably.
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- To publish an accessibility plan.

The Governing Body of Gateway Primary School recognises its duty to:

- Increase the extent to which pupils with a disability can participate fully in the curriculum.
- Improve the physical environment of the school to enable the pupils/adults with a disability to take better advantage of education, benefits and services provided.
- Improve the availability of accessible information to pupils or parents/carers with a disability.

Gateway Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupil diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

### **What do we do to collect information about our children?**

- We collect information from early years settings, so that we are prepared for the children when they arrive at our school.
- We collect information from previous school when children transition into other year groups and mid-year. We also send information on to the next school in a timely manner.
- We liaise with the Local Authority and previous Local Authority if needed.
- We liaise with parents and outside professionals when necessary to ensure we provide the correct care for that child.
- Induction sessions are conducted for all children when beginning in EYFS and if children have any additional needs.
- Transition meetings are held between teachers each year.
- Staff are trained in the use of epipen and inhalers
- Members of staff hold the first aid qualification
- Members of support staff in the EYFS hold the paediatric first aid qualification.
- Pupil profiles are completed for those children on the SEND Register.
- Individual Health Care Plans are completed for those with medical needs.
- Intimate care plans are completed for those who need personal care.

### **Definition of Disability**

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have an Education Health Care Plan (EHCP). The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make "reasonable adjustments" to their policies, procedures and practice to accommodate pupils with disability in school life.

### **The three key areas for the Access Plan are:**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

### **Contextual Information**

Gateway Primary School has been in its current location since 1965. The school is split into a Key Stage 2 building with the school reception area included, a Key Stage 1 building and one EYFS class and a further building consisting of the hall, kitchen and another EYFS classroom.

The Key Stage 2 building consists of a ramped entrance way leading to the reception area. This building has 6 classrooms and all classrooms are fully accessible to wheelchair users. This building has a disabled toilet available.

Our Key Stage 1 building has 5 classrooms which are all fully accessible to wheelchair users. This building also has disabled toilet facilities. All of these buildings are accessible by ramps.

All pupils have opportunities to join age relevant extra-curricular activities beyond and within the school day. All pupils are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out risk assessments to ensure all pupils can partake. Advice is sought from other adults involved with pupils who may have special requirements.

School makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework.

At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current Range of Known Disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties.

We have a small number of pupils and parents who have visual, hearing and physical impairments.

## Action plan 2024-2025

|                                 | Objective   | Strategies   | Action – who and when?  | Monitoring  | Success Criteria   |
|---------------------------------|---|--|---|---|--|
| <b>Physical Access</b>          | School is aware of access for disabled children, staff, governors and parent/carers   | Existing and new cohorts assessed for their physical needs   | On-going;   | Inclusion Manager<br>Headteacher<br>and SEND Governor | Individual plans are in place for all disabled pupils and all staff aware of all pupils' access needs; facilities are available for occasional access needs (e.g. disabled visitors) Risk assessments completed with support from outside agencies if required to allow maximum participation on school grounds equipment etc. |
|                                 | To ensure there are no physical barriers to access for pupils with disabilities   | Review fire evacuation procedures in line with peeps where necessary. Teachers of children with disabilities to inform SENCO if any issues of access or mobility arise. Ensure premises are easy to access for all, making alterations/ adaptations where necessary. | H&S governor x 3 per year at Resources committee meeting SEND Review      | Headteacher in line with H&S policy                   | All floor areas kept clear.<br><br>As a single story building we are low risk, with exits in each classroom. Regular H&S checks by the Governing Body, Business Manager and Site Manager.  |
|                                 | To raise awareness of a range of barriers to learning for pupils with sensory impairment including classroom layout, décor, poor acoustics, classroom management strategies, level of lighting etc. | Establish whole school system of identifying children with physical difficulties: reviewed regularly through Department Meetings; Teachers to review children's seating positions in respect of changes to noise In classrooms e.g. open window, fans etc.           | Regular review of children needing access arrangements.<br>Class teachers | Inclusion Manager                                     | Weekly Department meetings where pupils with additional needs are identified and adaptations are made.   |
| <b>Access to the Curriculum</b> | To meet the range of children's needs with  | To provide outreach support if needed to work with individuals who have specific SEND  | Inclusion Manager and Class Teachers when appropriate                     | Inclusion Manager; on-going                           | All pupils are able to access the curriculum as appropriate to their age and stage; The  |

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|                              | SEND across the school.  | needs; To provide updates and training for staff regularly when a child with new and different needs enters our school; To ensure early identification of children in order to develop a more proactive approach to provision.     |                                   |   | educational needs of all pupils are met  |
|                              | Pupils' needs considered in all curriculum and system planning                                 | Ensure existing system is completed by appropriate staff (including lunchtime supervisors) for disabled pupils; Available information relating to individual pupils needs in the staffroom. Registers updated with specific needs. | As required                       | Inclusion Manager                             | All staff aware of individual pupils' access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs   |
|                              | To ensure that children with disabilities have appropriate equipment to access their learning. | School to purchase any additional furniture/equipment needed. Individual chromebooks available for use.  | Inclusion Manager: on-going       | Inclusion Manager and Headteacher             | All pupils   |
| <b>Access to Information</b> | Inclusive discussion of access to information in all annual reviews                            | Consult with parent/carers and children about access to information and preferred formats for communication in all reviews   | Class Teacher; at review meetings | Class Teacher and Inclusion Manager           | Staff are aware and adapt to pupils' and parents' preferred methods of communication.  |
|                              | Ensure website is clear about information on accessibility in school;                          | The school's SEND information report and policy to be clearly accessible on the website alongside other policies addressing accessibility. School prospectus to inform on accessibility.   | Review annually                   | Inclusion Manager and School Business Manager | Parents and carers feel confident about information they have about the school; Parents are aware of support services available to them; Access can be planned for visits to the school for visitors with additional physical needs reassured. |