



ACCESSIBILITY PLAN

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ACCESSIBILITY PLAN

THIS POLICY ALSO RELATES TO EARLY YEARS AND APPLIES TO GOVERNORS, STAFF & PUPILS.

1. Introduction

Gayhurst School is committed to providing an inclusive curriculum and appropriate high quality education to all of our pupils, whatever their needs and abilities where feasible and where appropriate reasonable adjustments can be made. We are keen to educate as diverse a student population as possible with the intention that they will thrive and progress at the school.

A key aspect of the school's planning for improvement is to develop cultures, policies and practices that include all learners. The aim is to create a sense of community and to offer new opportunities to learners who previously may have experienced difficulties.

This Accessibility Plan has been developed in line with Schedule 10 of the Equality Act 2010 and serves as a practical tool for implementing the school's policies to promote the successful inclusion of all pupils and to give access to disabled pupils and pupils with learning difficulties.

According to the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school is also required to ensure that both the Special Educational Needs and Disability Act 2010 (SENDA) and the relevant Codes of Practices and Guidance are implemented effectively across the school. There is some overlap with the definition of 'special educational needs' in the Children and Families Act 2014, which includes pupils with significantly greater difficulty in learning than the majority of children of their age, or a disability which means that a pupil cannot make full use of the educational facilities provided for pupils of their age. However, it also recognizes that not all pupils are disabled by their SEN and vice versa.

This Accessibility Plan is an integral part of the school's curriculum policy. It describes the way we meet the needs of children who experience barriers to their learning development, whether learning, physical, emotional or social barriers. The plan aims to fulfil the school's commitment to educational **inclusion**, ensuring equal opportunities for all learners, whatever age, gender, ethnicity, impairment, educational attainment and background.

All children should be equally valued in school. The school will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. In addition, all children should have access to a broad and balanced academic and social curriculum and the opportunity to be fully included in all aspects of school life accessible to them.

This Accessibility Plan is to be read in conjunction with the Action Plan (**Appendix B: Accessibility Plan - Action Plan**).

The plan will be made available to interested parties on request.

2. Contents of plan

We are required to plan for and make reasonable adjustments where appropriate, affordable and practicable to:

2.1. Increase access for disabled people 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.

2.2. Improve access to the physical environment of schools.

This covers improvements to the physical environment of the school and physical aids to access education.

2.3. Improve the delivery of written information to disabled pupils.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils in an appropriate and accessible form - this may be increased font size, coloured sheets or overlays or photographic timetable. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

3. Context

3.1. The Plan that follows has been developed following:

- Consideration of existing arrangements within the school for accessibility to the school's facilities, curriculum and information by disabled pupils and to pupils with learning difficulties with information provided by the school's Learning Support specialists - **See Appendix A (physical environment audit) and B (Curriculum and Information Checklist)**
- Consideration of further actions that could be taken in order to increase such accessibility
- Allocation of priorities to these actions, taking account of existing and known prospective pupils, to determine an appropriate timescale for their completion.

4. Objectives

4.1. The effective implementation of relevant acts, codes of practice and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination.

4.2. To ensure that special educational needs and inclusion provision is valued and accessed by staff and parents/carers, and that all pupils are perceived positively by all members of the school community.

4.3. To monitor the progress of all pupils, identifying needs as they arise, and providing support as early as possible, including prospective pupil assessments.

- 4.4. To provide full access to the curriculum through differentiated planning by class teachers, SENDCOS (special education needs coordinators) and support staff, as appropriate for disabled pupils or those with diagnosed special educational needs.
- 4.5. To provide specific input and/or resources, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having special educational needs.
- 4.6. To involve pupils as much as possible in any planning and decision making that affects them.
- 4.7. To involve parents/carers and any external support group in planning to meet a child's needs.
- 4.8. To plan and designate resources (as appropriate) to the delivery of the above objectives via the use of a three-year action plan.

5. Guidelines

5.1. Responsibility for coordination of inclusion provision

Governing Body: The Governing Body as a whole is responsible for making provision for pupils with special educational needs as notified by the Senior Leadership Team and staff, based on advice provided by the parents, school SENDCO or any educational or medical assessment.

Senior Leadership Team: Planning for curriculum needs.

Special Educational Needs Coordinators: who provide individual advice and support.

Assistant Head of Prep and Assistant Head of Pre-Prep: Specific timetabling needs for individual pupils e.g. individual sessions with a special needs teacher or specialist practitioner.

Gayhurst School does not have a specialist unit for pupils with learning, physical or behavioural difficulties.

5.2. Provision

This is dependent upon individual need following assessment and consultation, as well as the school's ability to support through resourcing and staffing.

5.3. Staffing

The SENDCO is the Specialist Teacher with regard to assessments and access arrangements. The school also employs Learning Assistants from time to time when there is a need for individual support within the school environment. On occasions these costs may be passed on directly to the parents, or at the very least shared with them. Additionally and with agreement from the parents, the school may seek support from external specialists and consultants such as Speech therapists, Cognitive Behaviour advisers, CAMHS, Counsellors and Occupational Therapists.

5.4. Training of staff

When necessary the SENDCO takes responsibility for prioritising the training needs of staff with a specialist commitment to pupils with SEND.

5.5. Identification and Assessment of Special Needs

The school is committed to early identification of special educational need and uses “cause for concern forms” as an initial reference. A range of evidence is collected through the school’s formative assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress the SENDCO will decide whether additional and/or different provision is necessary. Provision/action that is additional to that which is available to all, will be recorded in a programme of individual support and communicated to all the relevant staff. All information relating to an individual with SEND is contained within the SEND files which are available online and in hard copy.

5.6. Individual Programmes of Support (IPS)

The IPS gives recommendations:

- It highlights the child’s strengths and details for support
- It highlights the areas of difficulty
- It refers to the expected outcomes

The IPS is reviewed twice yearly by the SENDCO and a review with parent allows all outcomes to be communicated and thoughts to be shared by parents and pupils. Pupils with EHC plans (Education, Health and Care Plan) will have a SEN ISP that is reviewed annually and a report provided for the Local Authority (LA). If a pupil makes sufficient progress an EHC Plan may be discontinued by the LA. Parents/carers are expected to participate in the target-setting and review process.

5.7. Disability and Access

A disabled child is one who has a physical or mental disability which substantially and harmfully affects their day to day activities.

- **Substantial** means more than minor or trivial.
- **Long-term** means that it is likely to last for at least a year.
- **Some** disabled children will also have special educational needs.

5.8. Planning for access needs

This strategy is to improve access and to provide support promptly and effectively so that any physical barriers to learning are removed.

6. Commitment

Gayhurst will continue to improve the quality of buildings thus ensuring full access to the curriculum for all pupils including those with disabilities.

The school will provide information so that pupils with disabilities and their families are able to assess their options and be aware of the educational choices available to them.

The school will make and has made resources available in order to improve facilities for disabled pupils so that the school environment meets their needs.

Parents or carers, seeking admission of a pupil with mobility difficulties, are advised to approach the school well in advance so that consultations can take place.

7. Review

This policy, its effective implementation and the action plan shall be reviewed annually by the Head in consultation with the Senior Leadership Team and the SENDCO. The action plan covers a fixed three year period.

Any changes to the policy during the annual review will be shared at the subsequent Governors Educational Committee meeting. The Education Committee will utilise training records, timetables, IPS, SEND records, site visits and the action plan to verify the effectiveness of this policy.

Appendix A: Individual Programme of Support

Name	Date of Birth / /
Form	Area of SEND Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and/or Physical Difficulties
Form Teacher	

Strengths
Areas of Difficulty
Recommendations
Expected Outcomes
Parent/Pupil Views

Date of review:

Appendix B: Accessibility Plan - Action Plan

PHYSICAL ENVIRONMENT

Location/area	Action	Timescale	Review
Throughout site	Consider reduction of background noise for hearing impaired pupils.	When buildings refurbished/constructed	On-going
All buildings	Consider access routes into buildings: Full disabled access into new buildings from 2025. Level access to ground floors of all buildings now complete	When buildings refurbished/constructed	complete
All buildings	2 x accessible toilets installed as part of 2025 building project plus 1 x accessible shower 1 x accessible toilet in main building and 1 x in pre prep	To be considered in any building re-development.	ongoing
All buildings	Improve decoration for visually impaired - eg contrast doors/surrounds	To be completed when next decorated or earlier as needed.	On-going
All buildings	Consider options for access routes to first floors	Not possible to modify at present, consider when buildings refurbished.	N/A
School Office	assisted hearing technology installed in new auditorium	Complete	N/A
Pavilion	Continue to develop and resource wellbeing hub in the pavilion	12-24 months	ongoing

CURRICULUM

Responsibility	Action	Timescale	Review
SENDCO	The SENDCO will continue the work already begun to lead and/or commission INSET for colleagues to help learners with Special Educational Needs or disabilities (SEND).	Ongoing	On-going

All Departmental Heads	Each academic department must include acknowledgement of disability issues and references to differentiation, set out in their DDPs	Sept 2024	On-going
Deputy Head/ SENDCO	All teaching staff to be provided with disability awareness information	On-going as need arises	On-going

INFORMATION

Responsibility	Action	Timescale	Review
Deputy Head/ SENDCO	Ensure that all information provided to pupils is available in an appropriate format for existing and prospective pupils with disabilities within a reasonable timescale	Ongoing, as need arises	On-going

Appendix C: Accessibility Audit

* No braille signage in any area of school

	Wheelchair access		Visually impaired			Comments
	External	Internal	Signage*	Décor	Lighting	
Main Block						
Ground Floor	YES	YES	GOOD	GOOD	GOOD	Good access everywhere. New signage within building to direct to various rooms/facilities. No lift, specialist rooms upstairs. If a need arises, flexibility can be offered to relocate lessons, as happens when a child is on crutches or has a broken leg.
First Floor	N/A	NO	GOOD	GOOD	GOOD	
Nursery						
	YES	YES	GOOD	GOOD	GOOD	New building
Woodruff						
Ground Floor	YES	YES	GOOD	GOOD	GOOD	Good access to ground floor. No wheelchair access, no lift, Year 2 upstairs.
First Floor	N/A	NO	GOOD	GOOD	GOOD	
Little Gayhurst						
	YES	YES	GOOD	GOOD	GOOD	Via main entrance.
Chantry	YES	YES	GOOD	GOOD	GOOD	

Appendix D: Identifying Barriers to Access: a checklist.

This list was taken from the DfE's Accessible Schools document and helps identify barriers to access that exist. The list is not exhaustive, but designed to encourage a flexible approach to the further questioning of the accessibility of our school.

Section 1: How does your school deliver the curriculum?

	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	✓	All teachers are made aware of needs of SEND pupils via a guidance document prepared by the SENDCO.
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		We have not had a lip-reader as yet, but effort required to deal with visual impairment, dyslexia etc is recognised and allowed for.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		We do not have any pupils under this categorisation currently but it would be taken into planning
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

Section 2: Is your school designed to meet the needs of all pupils? (see physical accessibility audit for more detail)

	Yes	No	Comments
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, dining room, library, gymnasium and outdoor sporting facilities, playgrounds- allow access for all pupils?	✓	✓	All downstairs areas accessible including sports hall, auditorium, dining room, toilets, shower and some classrooms. There is no lift so no access to upstairs classrooms, science lab and stem lab
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	✓	All downstairs areas accessible including sports hall, auditorium, dining room, toilets, shower and some classrooms. There is no lift so no access to upstairs classrooms, science lab and stem lab
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND; including alarms with both visual and auditory components?		✓	there has been no requirement for further assistance of this nature to date.

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	there has been no requirement for further assistance of this nature to date.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓	
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		✓	Not in all buildings; has been incorporated into new buildings
Is furniture and equipment selected, adjusted and located appropriately?	✓		

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓	Larger print, coloured overlays and different coloured sheets. Lined paper, slanted writing frames.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and describing diagrams?	✓		Smartboard background colour is adjusted when necessary to improve clarity. Immersive reader can be used on electronic devices, allowing larger font and information to be read to a user.
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	✓	Staff training on-going

