

Accessibility Plan For Gatehouse Primary Academy 2023



Statement of intent

This plan should be read in conjunction with the Federation Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Executive Head, Head of Teaching & Learning and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

Guidance:

HoTLs should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers, with the support of the SENCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

School background					
The school has a number of pupils with ASD and an increasing amount with APD and dyslexia. The school have increasing number of children with SEMH needs and difficulties in managing behaviour.					
Improvements already made to enhance access to the curriculum					
Targeted training for specific staff members e.g. Mental Health Course/Autism Awareness. Visits from advisory teacher for Physical and Sensory difficulties, Communication and Interaction Team and Behaviour Support. Curriculum policies have been reviewed ensuring SEND provision is in place. Sensory room has been developed further with a new and improved space and has been used successfully as an aid in helping children to calm. Dyslexia friendly reading books have been purchased and are available to be used. Overlays have been distributed to certain children to aid in their reading ability when in the classroom. We have had support from the Communication and Interaction Team to help with ensuring the learning environment is appropriate for our C&I pupils, as well as specific support to develop our curriculum for children with SLCN needs. Our Wellbeing Plan has been implemented over the last year, with certain staff being trained on wellbeing support through Mindfulness.					
Next steps to further enhance access to the curriculum					
Issue	Action	Responsibility	Target deadline	Outcome	Review
An increasing amount of new staff over the last few years.	Ensure all staff have a basic level of SEND training to ensure they are equipped with the	SENDCo HOS SLT	Autumn 2023		

	appropriate knowledge to support children with SEND. SENDCo and HOS to come up with a SEND welcome package with a list of training needs they should undergo – delivered by in school staff as well as outside professionals.				
Are all SEND needs accounted for within curriculum linked to area of need? Is this consistent across the school?	One page profile of SEND need to be made for each class/year group/unit visualising SEND needs. Consistent documents to support SEND across the curriculum to be created and engaged with.	SENDCo HOS Subject Leads Teachers	Autumn 2023		

Planning duty 2: Physical Environment

Guidance:

HoTLs should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers, with the support of the SENCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

School background					
There is good access to most main entrances to the school. There are no stairs throughout the school's setting, and the main entrance is wheelchair accessible. Access to the playground is suitable for all children. All pupils, parents and visitors can easily access all classrooms through the school's main corridor, however the back doors to classrooms are narrow and would be difficult for a wheelchair to enter. There is a staff car park with level access and any pupils or parents with disabilities can use this car park if needed. The main car park also has a designated disabled space which can be used. In case of an emergency, procedures are put to ensure that all children and staff with disabilities, can evaluate the building safely and promptly. There are disabled toilets and washing facility by the reception which is easily accessible from all areas of the school at any time.					
Improvements already made to enhance access to the physical environment					
There have been a number of changes made to accommodate a pupil with a multi-sensory impairment; a sound field has been fitted into classroom as well as the school's hall. We have also enlisted extra cleaning in the classroom of a child with Cystic Fibrosis.					
Next steps to further enhance access to the physical environment					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Concerns around the safety of the site e.g. children leaving the premises when dysregulated.	School and FFT to discuss the safety steps we can take to ensure that pupils are unable to leave	FFT HOS SLT	Academic Year 2023-2024		

	the site of their own accord.				
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Planning duty 3: Information

Guidance:

HoTLs should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers, with the support of the SENCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

School background					
All staff have an improved awareness of which children need information given in different ways e.g. verbally, visually etc.					
Improvements already made to enhance access to information					
Pupil Profile pack made which all staff have access to which outline information regarding specific children throughout the school who may have difficulties in communicating which ensures all information can be given in a way specific to that child's needs. This is to be reviewed and need to ensure all adults are using this in the way it was intended. All classes have Class Thumbnails available both online and in classrooms for adults to have a brief overview of the need in their class.					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Ensure all supply staff working in classes are aware of the SEND needs in their classes.	Class thumbnails to be at reception and shared with supply as part of sign in process.	SENDCo Class Teachers Reception Staff	Autumn 2023		
Ensure families of children with SEND feel supported and listened to.	SEND Coffee Mornings to start	HOS SENDCo FSW	Autumn 2023		

