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GOSFORD HILL SCHOOL ACCESSIBILITY PLAN - 2014 to 2017

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Fostering ambition, inspiring success embodies our work at Gosford Hill School. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Gosford Hill School.

Definition (Equality Act 2010)

“A person has 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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means it has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.



The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We are committed to providing an environment that wherever possible enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Gosford Hill School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating 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 students with a disability, ensuring that they are as equally prepared for life as are our students who do not have a disability. 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. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

The implementation of the new SEN code of practice

- Gosford Hill's data system is available for all staff
- Advanced planning for students based on good information from primary partners.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour) through our fortnightly Connections plus meeting (School student support staff, local HUB workers, police, health, social care, local youth groups)
- High quality Student profiles
- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Scribe/ Word Processor etc.)

- Developing outstanding learning and teaching across the school.
- Progress checks and academic tutoring enables all students to discuss their learning.
- Using 'P Scales' where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students wherever possible
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.

- The inclusion of a Foundation pathway as part of the three year key stage 4 options programme
- A comprehensive Intervention programme.
- Smaller teaching groups in practical subjects
- The House structure
- Development of mutual support and understanding between colleagues in working with pupils with disabilities



Curriculum Priorities for 2014-17

Identified Area	Aim	Responsibility	Time frame
Meeting individual student needs	To continue to ensure our curriculum is accessible for students with disabilities	DWD, FMY→OJT/SCH	From Sept 2014
Developing the use of ICT to meet individual needs of students	To encourage students to use an alternative means of recording by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology.	Intervention team	From Sept 2014
Implementation of the new home learning policy	To ensure the format of Home Learning projects are accessible for all students	JON lead All staff	From Sept 2014
Meeting future aspirations of students	To ensure that students have access to quality careers education, information, advice and guidance.	LH lead Tutors	From Sept 2014
Staff development	To offer faculties inclusive teaching training	FMY→ OJT	From Sept 2014

Physical Access – The Current Position

- The school hall, learning centre, intervention, the Bungalow, English rooms, science rooms, MFL rooms, Maths rooms (except M5 and M6) and sixth form common room are wheelchair accessible as are the downstairs rooms in DT and Humanities. The toilets in science and the Rowley corridors are wheelchair accessible.
- Student managers are based next to the Learning centre.
- Two Disabled Parking Spaces in the main car park
- Space for small group work and individual work for targeted learners in the Intervention Team
- A physical environment that is safe and welcoming
- Sound system in Main Hall .
- Some lockers are available for students to store bags and equipment
- Sound system installed in two English classrooms and one maths room
- Whole site has been assessed by OCC visual impairment team. Adaptions made in response to recommendations e.g. steps painted.
- A lift is installed in the Engineering Block to enable students to access Art, Business Studies, Study Support and Health and Social Care lessons.



Physical Access Priorities for 2014-17.

Identified Area	Aim	Responsibility	Time frame
Site Review	To review the site in relation to the specific needs of new students. This will be completed by the school health and safety officer in conjunction with the appropriate specialist advisor. To address any concerns arising from the site review.	RS→RB, link Governor and specialist advisor	Ongoing
Disabled parking	To review the allocation, availability and state of repair of disabled car parking bays on site.	RS→RB	By Dec 2014
Meeting students specific needs	To make available annual training and specialist training for staff in response to student need e.g. Autistic Spectrum Condition, Hearing Impairment and Visual Impairment	Intervention team	From Dec 2014
Improving the quality of written communication	Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and school events; the information should be made available in various preferred formats within a reasonable timeframe/cost	SLT/Admin staff	From Dec 2014
Lighting in toilets and stairs to the upstairs Humanities rooms	Replaced with sensor system to prevent lights being turned off	RS→RB/SB	Sept 14
Wheelchair access to language block	Ramps upgraded	SB	Sept14

Written information -The Current Position

- Visual timetables are produced for identified students .



- Private rooms are available for Parents Evenings when required.
- Alternative formats for Home learning projects are being developed further.

Written Information Priorities for 2014-17

Identified Area	Aim	Responsibility	Time frame
Meeting needs of students with visual impairment	To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books are available as required.	FMY→OJT	From Sept 2014
Publicity of Policy	To ensure that the access policy is on the school website	RBT	From Dec 2014
Signage around school site	Signage improved throughout the school e.g. IT rooms	PC/BS→ RB	Sept 14

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

The Accessibility Plan should be read in conjunction with the following Gosford Hill School policies, strategies and documents:

- Equal Opportunities Policy and Single Equality Policy
- Curriculum Policy
- School Health & Safety Policy
- School Special Educational Needs Policy
- School Behaviour Policy
- School Anti Bullying policy
- School Admissions policy
- School Safeguarding policy
- School Improvement Plan
- Sixth Form Prospectus

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

Review date: **This is a final draft of a recent update – and is scheduled to be approved by Governors in Term 3 2016/17**

