



Accessibility Plan January 2018

Last Reviewed:	Accessibility Plan January 2018
Reviewed by (SLT Lead):	Richard Belmont
Governor Sub Committee Link:	Full Board Governors
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1. Purpose:

To ensure compliance with The Equality Act (2010) and Disability Regulations (2005). This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

2. Aim:

Unlocking potential 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.

3. Procedures and Practice

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 **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 similarly be published on the school website. We are committed to providing an environment that 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 students with a disability are as, equally, prepared for life as are our students who do not have a disability; (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 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/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school.
- Progress checks and academic tutoring enables all students to discuss their learning.
- 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 2017 - 2020

Identified Area	Aim	Responsibility	Time frame
Meeting individual student needs	To continue to ensure our curriculum is accessible for students with disabilities	DWD/SENCo/FL	From Sept 2017
	To open the Gateway to offer students a broader range of alternative provision in school and by using external providers	SCH/CA/RBT	From Sept 2017
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 2017
Implementation and development 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 2017
Meeting future aspirations of students	To ensure that students have access to quality careers education, information, advice and guidance.	Head of careers Tutors	From Sept 2017
	Review work experience	DWD	From Sept 2017
	Develop partnership work with ACE training (vocational training)	SCH /RBT	From Sept 2017
	Sixth form partnership with Marlborough school	DWD	From Sept 2017

	to increase the range of L3 courses		
Staff development	To offer faculties inclusive teaching training	ADL	From Sept 2017
Increasing teaching and learning links with primary schools	Transfer of teaching and learning methods being used in primary schools to Gosford Hill	LCR	From Sept 2017 (see Mulberry Bush Development Plan)

Physical Access – The Current Position

- The school hall, learning centre, intervention, the bungalow, English rooms, science rooms, MFL rooms,,Maths rooms (except M5b 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 support staff are now based in the new student reception (ramp access)
 - Two Disabled Parking Spaces in the main car park.
 - Space for small group work and individual work for targeted learners in the Intervention faculty
 - A physical environment that is safe and welcoming.
 - Sound system in Main Hall
 - Some lockers are available for students to store bags and equipment
- Soundfield 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 eg) steps painted

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	H and S officer, link Governor and specialist advisor	Ongoing
Disabled parking	To review the allocation, availability and state of repair of disabled car parking bays on site.	H and S officer	By Dec 2018
Meeting students specific needs	To make available annual training and specialist	Intervention team	From Dec 2017

	training for staff in response to student need eg) Autistic Spectrum Condition, Hearing Impairment and Visual Impairment		
Personal Emergency Evacuation Plans	Written for all appropriate students in case of fire	H and S officer	From Jan 2018
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 2017
Lighting in toilets and stairs to the upstairs Humanities rooms	Replaced with sensor system to prevent lights being turned off	H and S officer	Sept 17
Wheelchair access to language block	Ramps upgraded	H and S officer	Sept17
Relocation of student support areas	Increase access to support services to students	NSS/RBT	From Sept 17

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.	SENCO	From Sept 2017

Publicity of Policy	To ensure that the access policy is on the school website	RBT	By Feb 2018
Signage around school site	Signage improved throughout the school eg) IT rooms	H and S officer	Sept 2017
Updated school website	To comply with accessibility guidelines	TB	From Sept 2017
Introduction of Clicker resource	To increase support for students to examination scripts	SCH/OJT/AS	From Jan 2018

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.

4. Roles and Responsibilities:

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

5. Monitoring and Review:

The policy is reviewed annually

6. Sources and References

OCC model Access Plan

Equality Act 2010

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

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 ImprovementPlan

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.