**GATEHOUSE SCHOOL ACCESSIBILITY PLAN**

**Scope**This plan reflects the School’saims to improve accessibility for the period **2019 to 2022.

Ethos and Aims**

Gatehouse School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence.  We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum.  We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.  We strive to be a fully inclusive and welcoming school as our mission statement states:

*“Children of any race, colour, creed, background and intellect shall be accepted as students and work side by side without streaming or any kind of segregation, with the aim that each child shall get to know and love God, and develop their own uniqueness of personality to enable them to appreciate the world and the world to appreciate them.”*

We do not discriminate in any way regarding entry. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. However, we advise parents of children with special educational needs or physical disabilities to discuss their child’s requirements with the Head of Gatehouse School before commencing the registration process. Parents should provide a copy of an Educational Psychologist’s report or a medical report to support their application. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the school.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.  Recently we have installed a passenger lift between the ground and second floor and as further lift will be incorporated within the planned extension due for completion in 2017.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.  For example, at Gatehouse School we have [e.g. installed screen readers in our ICT suites].

Our staff regularly review strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed.  We support our teaching and non-teaching staff with training as required to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils.  We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have.  We actively implement the school's equal opportunities policy for staff in the day-to-day management of. We ensure all staff are provided with the necessary support for their roles.  We regularly review our staff's needs to ensure these are being met.

Generally matters relating to accessibility are discussed in the weekly Works Committee meetings. Accessibility issues are also discussed by the SLT and with the Head and Bursar as issues arise. It is also a matter which is taken into consideration in the School’s long term Development Plan.

**Resources**

The School allocates an annual Capital Expenditure Budget which enables ongoing development relating to accessibility. Where previously unidentified needs are identified which require immediate attention there is usually sufficient flexibility in budgets to prioritise these necessary works.

**Action Plan**
The following areas have been carefully considered, jn respect of Accessibility, and are regularly monitored:

Admissions

Attainment

Attendance

Exclusions

Education

Extra-curricular activities

Governing body representation

Physical school environment

Selection and recruitment of staff

Sporting education and activities

Staff training

Welfare

Regular review of these areas and monitoring of the success of any measures implemented takes place by:

* Internal “Works Committee” weekly meetings
* Senior Leadership Team weekly meetings
* Regular meetings between the Head and Bursar
* SENCO meets regularly with parents of children identified as having a disability
* Input to the SLT meetings from the SENCO

Gatehouse School's continuous monitoring of the above has informed the action plan below which relates to the following standards on special educational needs and disability:

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| **ISI Regulatory Standard** | **Description** |
| Schedule 10  3. (2)(a) | Increasing the extent to which disabled pupils can participate in the school's curriculum;Progress has been made in 2016 & 2017 by the installation of passenger lifts.  |
| 3. 2(b) | Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.Progress has been made in 2016 by making new accessible IT facilities available to pupils. Height adjustable furniture has also been provided.In 2017-18 new building works included staircases with contrasting stair nosings and high lux led lighting. In 2018 all existing staircases had lighting upgrades.  |
| 3. 2(c) | Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.Progress has been made between 2016 and 2018 through a programme to install new interactive video screens is classrooms which provide better visual contrast helping children with impaired sight. This work is now complete and all classrooms have this facility. |

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| **FUTURE OBJECTIVES:** | **BY:** |
| Improve lighting and floor contrast colours in the Music Room in the basement area of the school to improve accessibility for children with sight impairment.ACTION: plan for summer holiday works 2020 - BursarRESOURCES: finance from existing budgets.SUCCESS CRITERIA: pupils or others with sight impairment find it easier to get around this area of the school. | September 2021 |
| Improve general lighting in corridors and stairwells ACTION: included within new build specification – Bursar.RESOURCES: finance from allocated budgets; staff to monitor effectiveness after installation and advise Bursar of other existing areas within the school which would benefit from similar upgradeSUCCESS CRITERIA: any pupils, staff and visitors with restricted vision will find it easier to move around the school safely – SENCO to monitor. | September 2020All complete by April 2018 except for basement areas. |
| Install better outdoor lighting to outdoor areas (after completion of building works)ACTION: Bursar to obtain quotes and actionRESOURCES: finance from allocated maintenance budgets; staff to monitor effectiveness after installation; bursar to monitor energy efficiency.SUCCESS CRITERIA: any pupils, staff and visitors with restricted vision will find it easier to move around the outdoor areas safely – SENCO to monitor. | Summer 2020PART COMPLETEDOCT-18Path between the gate from Sewardstone Road to the main entrance still outstanding – scheduled for Summer 2020 |
| Continue with programme to install new high contrast interactive video screens in new classrooms as and when they are required for use as school expands.ACTION: Bursar to source and arrange timely installationRESOURCES: finance from allocated capital budgets; staff training required as implemented; SUCCESS CRITERIA: any pupils with restricted vision will find it easier to participate in lessons, pupils with learning difficulties will be more able to interact with lessons – SENCO to monitor effectiveness | SEP-19SEP-20SEP-21SEP-22 |
| Consider means to achieve accessibility for pupils with physical disabilities to the basement area of the school. This may necessitate the installation of an external platform lift from the playground area into one of the light wells.ACTION: investigate fire safety implications and instruct survey to determine best location and selection of appropriate contractor.RESOURCES: financial from capital expenditure budgets.SUCCESS CRITERIA: access available for all pupils to specialist teaching areas in the basement. | September 2022 |

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| ***Policy Name*** | ***Accessibility*** | ***Last updated*** | **January 2017;May 2017;October 2017; February 2018;March 2019** |
|  |  | **Governors Review** | **March 2019** |
|  |  | **Next Governors Review** | **March 2020** |