



# **Gunnersbury Catholic School**

## **School Accessibility Plan**

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Governing Body Committee: Welfare Committee  
Chair of Governors: Andrew Flatt



## Gunnersbury Catholic School School Accessibility Plan

Gunnersbury has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND). The school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

### **Definitions of SEND:**

A child or young person has a Special Educational Need/disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.

(SEND code of Practice 2014)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Definition of special educational provision**

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the Local Authority, other than special schools, in the area.

## **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Special Educational Needs and Disabilities Coordinator (SENDCO) will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the School Leadership together with the SENDCO, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

## The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post 16 institutions, local authorities have towards disabled children and young people.

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measureable.'
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.

(SEND code of Practice 2014)

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Sensory and Physical Needs**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present will be implemented when necessary:

- appropriate seating, acoustic conditioning and lighting (in new builds)
- improvement to the physical environment of the school with new SEN and Food Technology buildings
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication when needed
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support.

## **Reasonable adjustments**

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

### **The building and grounds:**

- audio-visual fire alarms
- assistance with guiding.

### **Teaching and learning:**

- a piece of equipment
- laptops or other ICT equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments.

### **Methods of communication:**

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

## **The Accessibility Plan:**

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disabilities Discrimination Act (DDA):

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **Current position:**

- At present the site has appropriate access for all of its learners.
- The school has a disabled parking space in front of the building.
- There are disabled toilets in the new builds.
- There is wheel chair access in the newer builds (reception and 6<sup>th</sup> Form).
- A lift to all floors in the 6<sup>th</sup> Form block.
- A SENDCO and pastoral staff support a range of vulnerable pupils and their families.
- Mainstream Teaching Assistants support a range of pupils.
- A full-time First Aider accessible to students at all times of school day (including "drop in" lunchtime service for private consultation). And around 15 other trained first aiders.
- There are intervention lessons for literacy and numeracy.
- Students who have English as an Additional Language (EAL) are well supported and achieve well.

## **Gathering Information:**

Disabled pupils and staff are identified through self-declaration and admission forms. Data protection legislation will be observed in sharing this information. Disabled parents, governors and other School users are identified through self-declaration. Data protection legislation will be observed in sharing this information. When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

## PROPOSED WORK OVER THE NEXT 3 YEARS

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve the physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour	Ongoing	SLT and Governors	Enabling needs to be met where possible.
To improve the delivery of information to disabled students and parent	Enable improved access to written information For students, parents and visitors.	Ongoing	SENDCO	Students and families of disabled students provided with timely supportive information.
Ensure all identified students are assessed for exam access arrangements	Prepare and collate relevant information to provide evidence of good practice and intervention for exam boards	Ongoing	SENCO Examination Officer	Appropriate students identified.
Rebuild Sportshall land PE Complex	Rebuild whole complex to improve access for all	2019/20	Governors/Headteacher	New Complex Built
Continued Programme of ceiling and lighting improvement	Classrooms across school having upgrades to LED lights	Ongoing	School Business Manager	LED lights fitted to appropriate classrooms.

## **Monitoring**

The performance of individuals continues to be monitored on a termly basis. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with the SENDCO and relevant staff. In certain cases this might be on a termly basis according to need.