

GORDON'S SCHOOL

ACCESSIBILITY PLAN

The core principle that guides everything we do is **Putting Students First**.

1. INTRODUCTION

Gordon's School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

The School's SEND policy and local offer play a substantial role in guiding the School's developing provision for students with special educational needs and disabilities.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the School's curriculum.
- To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- To improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

3. AIM OF THE PLAN

All students have an entitlement to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all students in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic wellbeing.

4. OBJECTIVES

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress
- To identify barriers to participation and find practical solutions to overcoming these
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

5. DEFINITIONS

Definition of disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

Definition of Special Educational Needs (SEND Code of Practice – September 2014): A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for

special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

6. THE ACCESSIBILITY PLAN

This plan summarises the development priorities in the three areas specified by the Equality Act (see section 2 above). The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

6.1 To increase the extent to which disabled students can participate in the School's curriculum

Students with SEND are given access to the curriculum supported by the School's SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Students with SEND have access to the whole academic curriculum on offer at Gordon's and these students are also fully integrated into the life of the School. Reasonable adjustments, where possible, are made to ensure students with SEND are able to embrace, enjoy and excel within their Gordon's education.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

The SEND policy outlines the provision the school already has in place to support students with special educational needs and disabilities. This includes:

- i. Identification of SEND at an early stage through liaison with primary schools, requesting information and any specialist reports from parents
- ii. Keeping staff fully informed of the special educational needs/disabilities of any student in their charge through the SEND register, sharing progress reports and student/parent feedback
- iii. Liaising with students and parents/carers within the SEND liaison scheme
- iv. The SEND team advising class teachers on meeting a range of needs and providing regular training opportunities
- v. Increasingly specialised in-class support or guidance from trained HLLSAs (Higher Level Learning Support Assistants) and LSAs (Learning Support Assistants)
- vi. Specific specialist intervention to build skills, particularly for numeracy and literacy, in small groups and/or adapted timetables
- vii. Specialist advice from other professionals e.g. speech and language therapist, school nurses, occupational therapist, hearing impaired service, movement & handling, physiotherapy etc on how to adapt the curriculum and teaching strategies for individuals
- viii. Access arrangements for internal and external exams
- ix. Target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups
- x. A structured and dedicated Year 6 to Year 7 transition programme for SEND students
- xi. Attendance at multi-agency strategy meetings

Further developments

Physical disability lesson once per week for Year 9 initially.

6.2 To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school

The school environment already incorporates several features to ensure accessibility to students with disabilities. These include:

- i. A lift in Sudan giving access to all science laboratories
- ii. A stair lift in Medway giving access to the Music department on the first floor
- iii. Disabled toilets have been installed in Khartoum (boys Day House), Kensington and China (girls Day Houses) and an ambulant toilet and shower in Victoria (girls Day House)
- iv. Evacuation chairs have been installed
- v. An automatic door button has been installed in Taunton and the Dining Room giving disabled access to Learning Support and the Dining Room
- vi. A new lift giving access to Nile (Maths block) has been installed
- vii. A new lift giving access to Khartoum was installed in Summer 2021
- viii. Customised furniture and / or equipment is available
- ix. Day light bulbs are replaced like for like and are used to assist some SEND students when reading
- x. Paint contrasts and nosings etc are part of ongoing maintenance

In addition, teachers are given advice, through their ongoing CPD, on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual handouts etc so that individual students' needs are met. Similar attention is also given to how students' needs can be met on school trips.

Other planned modifications to the school environment to meet the needs of disabled students and visitors to the school are as follows:

- i. Library 2022 project which will include improving access to the building.
- ii. Seeking funding for external lift for Peking or Medway to give students access to first floor.
- iii. To work with Surrey Movement & Handling Team to come and assess and loan equipment.
- iv. Lobbying Surrey to create a safe road crossing for our physically disabled students and staff so that they can access the Sports Hub.
- v. Review access to the Reception area including an automatic door button.
- vi. Lift for Kensington House planned for Summer 2022

Due to the nature of the site there are some buildings where only temporary ramps can be used as it is not physically possible to build permanent ramps. There are also a number of buildings where some disabled students are unable to access the first floor due to staircases that cannot be adapted to take a stair lift or where internal lifts cannot be installed. These areas remain under review on a three yearly basis.

6.3 To improve the delivery to disabled students of information which is readily accessible to students who are not disabled

Teachers and LSAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of interactive whiteboards / touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- i. Laptops/tablets and other digital technologies, such as immersive readers and dictation software are available to use at appropriate times.
- ii. Teachers and Learning Support Assistants provide adapted teaching resources, such as coloured overlays, printed handouts, lesson content prior to a lesson, and vocabulary glossaries. This list is not exhaustive and where specific student needs are known adaptive strategies are implemented.
- iii. External professionals such as Specialist Teachers, Occupational Therapists and Physiotherapists undertake observations throughout the School year to ensure disabled students can access the curriculum. Areas for development and improved practice are discussed and implemented.

- iv. Exam Access Arrangements for those students who require a provision, as directed under JCQ Regulations.

The following opportunities to improve further will be explored:

- i. Opportunities provided by digital technologies
- ii. Different coloured exercise book paper for dyslexic students

7. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled students
- The Governing Body is responsible for the approval of this plan
- The Head Teacher is responsible for ensuring the resourcing, implementation and updating of this plan
- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs

8. REVIEW

The Accessibility Plan is reviewed every three years by the Governing Body. The views of disabled students and their parents will feed into the review.

9. RELATED POLICIES

- Equality policy
- SEND policy
- Behaviour policy

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