

**Building on Success -  
January 2018**



# **Accessibility Plan**

**For Gosforth Central Middle School**

**2018-2021**



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## 1. Vision Statement

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.

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 Head. At Gosforth Central Middle School the Plan will form part of the Inclusion Policy and will be monitored by the Assistant Headteacher responsible for inclusion and evaluated by the relevant Governors’ committee. At Gosforth Central Middle School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Gosforth Central Middle School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. Pupils, parents, staff and governors of the school will be consulted with and the plan amended accordingly. Our Plan will be shared with Local Authority experts and other schools. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Gosforth Central Middle School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.
- 4) The Gosforth Central Middle School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
  - ✓ ensure access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils (If a school fails to do this they are in breach of their 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - ✓ maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
  - ✓ continue to liaise closely with schools that feed to our school, schools from which pupils transfer during term time and partner schools to share good practice. Continue to liaise with parents and



outside agencies (such as medical professionals) in order to ensure all pupils have, within a reasonable timeframe, appropriate access arrangements for their time with us at Gosforth Central Middle School.

- 5) The Gosforth Central Middle School Accessibility Plan relates to the key aspects of physical environment, curriculum and information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - ✓ Behaviour Management Policy
  - ✓ Curriculum Policy
  - ✓ Critical Incident Plan
  - ✓ Equal Opportunities Policy
  - ✓ Health & Safety Policy
  - ✓ School Prospectus
  - ✓ School Improvement Plan
  - ✓ Inclusion Policy
  - ✓ Staff Development Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) 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.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Governing body, specifically the committee responsible for premises.
- 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- 14) Once approved by the governors The Accessibility Plan will form part of Gosforth Central Middle School's Inclusion Policy.

Approved \_\_\_\_\_

Date \_\_\_\_\_



## 2. Aims

Our Aims are:

- ✓ Maintain a high standard of access to the curriculum and beyond for pupils with a disability,
- ✓ Maintain and where necessary modify access to the physical environment of our school,
- ✓ Where necessary improve the accessibility of our school to all stakeholders in accordance with our action plan.

## 3. Current Good Practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children new to the school, we collect information on SEN&D, ethnicity (specifically any language difficulties) and medical conditions as part of the Entry Information Sheet that all new parents complete with regards to their child. Additionally information is gathered about new pupils that have accessibility requirements during liaison with other schools. If any other queries arise, staff involved with that pupil will inform Mr R. Leonard (Assistant Headteacher – Inclusion). If further communication/arrangements need to be made, this will be carried out by the appropriate staff member.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of school life and extra-curricular activities present particular challenges (for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs). As part of risk assessments for these activities all pupils are included and where necessary adaptations made. With the exception of the drama stage area, there are no parts of the school to which disabled pupils have limited or no access at the moment. This is due in part to the re-building of the school to building regulations standards that ensure accessibility for disabled users (re-build in 2004).

### **Curriculum**

There are areas of the curriculum to which disabled pupils require suitable modification to allow appropriate access for their needs. Some areas of the curriculum present particular challenges (for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties). In accordance with our local offer, these modifications are made in order for our pupils to have access to the curriculum. Other issues can affect the participation of disabled pupils (for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care), however these instances are rare and dealt with in accordance to school policy and procedure (see related documents listed on page 3).

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## 4. Access Audit

The school is a two storey building with wide corridors and several access points from outside (only the main entrance is accessible to the general public during the school day). The school gym is a separate building with the same level of accessibility. All external doors are fitted with keypads for security. All rooms have wide door access suitable for wheelchair users. The hall and dining hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large



wheelchair which is maintained on a regular basis through a service level agreement with our PFI partners and allows accessibility to 2 ICT suites, the library, a small classroom and a dedicated inclusion room for meetings/our parent support partner. Additionally we have a quiet area where pupils seeking reflective time away from the busy areas of space that pupils use at break time, which also has a large canopy installed to offer shade from the sun. This shaded area was installed to offer shade during these times to a former pupil with occutaneous albinism. We subsequently admitted another pupil to the school with the same condition in September 2014, allowing him the same protection from the sun and the ability to be social during summer days.

School staff are trained in the operation of the lift when relevant and key staff have been trained in the use of an Evac-Chair for use in case of fire. Training is reviewed annually, including safeguarding training.

On-site car parking for staff and visitor includes four dedicated disabled parking bays. All entrances to the school are either flat or with a small ramp and all have wide doors fitted. These have been assessed by wheelchair services and rated as suitable for wheelchairs/power-chairs. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users (as are all entrances/exits/interior doors). There are disabled toilet facilities available, one in the main entrance, one in key stage 2, and one at the top of key stage 3. All these are fitted with a handrail and a pull emergency cord and have been rated as excellent by a disabled visitor auditing our facility.

The school has internal emergency signage and escape routes are clearly marked. The site has suitable access for emergency services and fire drills take place regularly to fit local authority regulations.

## **5. Management and implementation**

- ✓ We will consult with experts when new situations regarding pupils with disabilities are experienced.
- ✓ The Governors and Senior Leadership Team work closely with the Local Authority and our PFI partners.

## **Glossary of Terms**

AHTI – Assistant Headteacher with responsibility for Inclusion.

Asst. SENCO – Assistant Special Educational Needs Co-ordinator

Admin Staff – Office Administrators

DHT – Deputy Headteacher

Gov - Governors

HoY – Head of Year

ICT Co-ord – ICT Co-ordinator

IQF – Inclusion Quality Framework

SEND – Special Educational Needs & Disability

SENCO – Special Educational Needs Co-ordinator

SHT – School Health Team

SIP – School Improvement Plan

SM – Site Manager

SLT – Senior Leadership Team

VI – Visual Impairment

VIT – Visual Impairment Team (Special Needs Team, Gosforth Academy)



## 6. Accessibility Action Plan

### 1. Developmental Areas

<b>Outcome</b>	<b>Action</b>	<b>Who</b>	<b>When</b>
Pupils have access appropriate access to technology which supports their ability to access the curriculum	Review which pupils would benefit from constant access to their own word processing facilities.  Identify how best to source, fund and maintain such equipment.	AHTI, SENCO, ICT Co-ord	March 2018
Pupils with medical conditions who are not identified on the SEND Register will have a medical plan.	To identify all pupils with medical needs, for example diabetes, severe asthma, epilepsy, who are not on the SEND register and liaise with SHT to create an appropriate Medical Plan.	AHTI SHT	February 2018 and then ongoing for review
Managing Medicines Policy is up to date.	Review of policy, courses attended	AHTI Admin Staff	March 2018
All have access to facilities that are aligned with their identified gender	Accessible toilets clearly marked as unisex.  Unisex shower and changing facilities available in the gym.	AHTI SM	March 2018



## 2. Areas to Maintain and Manage both Short and Long Term

<b>Outcome</b>	<b>Action</b>	<b>Who</b>	<b>When</b>
Maintain Medical registers listing all pupils with medical needs.	List created and stored on T drive and in medicine cabinet with relevant information pertaining to medical conditions	AHTI Admin Staff	January 2018
Pupil Profile and support plan in place for all SEND pupils	Pupils with accessibility needs will have a Pupil Profile and support plan which informs staff their accessibility needs	SENCO	Ongoing
Access Plan continues to be part of SIP	Access Plan remains part of the School improvement Plan	AHTI SLT	Ongoing
To continue to liaise with feeder schools for future intake.	Pupils with additional needs are identified as early as possible and additional provision put in place.	SENCO, Y5 HoY, Y5 Staff	Ongoing
To liaise with parents and feeder schools for in year admissions	Pupils with additional needs are identified as early as possible and additional provision put in place.	AHTI, SENCO, HoYs, relevant staff (eg LSA)	Ongoing
Close communication with parents/professionals.	Identified pupils with accessibility needs are monitored closely should their circumstances change.	SENCO, Parents, Professionals	Ongoing
Ensure the curriculum accessible as outlined in GCMS Local Offer.	Early identification of the needs of pupils prior to entry so bespoke accessibility arrangements can be made.	SENCO, AHTI	Ongoing
Assess Early Information Sheet returned by parents	Early Information Sheet is collected from new parents and information is added to Arbor. Information disseminated to staff.	Parents, Admin Staff, AHTI	Ongoing
Pupils with VI have suitable materials.	Pupils with VI are identified and suitable equipment and type fonts are used in lessons	SENCO, All Staff, VIT	Ongoing
Ordered movement around the school	Audit movement around the school at key times, revisit school policy for movement around the school with pupils and staff Ensure that all staff are a presence in the corridor at change over times	AHTI SLT All Staff	January 2018



<b>Outcome</b>	<b>Action</b>	<b>Who</b>	<b>When</b>
Ensure extra-curricular activities are accessible for all pupils	Staff running extra-curricular activities to seek advice from SENCO if need be to ensure activities are accessible to all	All Staff	Ongoing
Educational Visits	Risk assessments carried out which include accessibility assessments	DHT	Ongoing
Accessible signage around school	Ensure signage is as per regulation and maintained	DHT SM	Ongoing
Evac-Chair can be used effectively in case of evacuation	Trained staff have the opportunity to practice use of Evac-Chair termly.	Trained Staff	Ongoing