



Gosfield School

Accessibility Policy and Plan

INTRODUCTION

This plan covers the 3 year period 2025 - 28.

The Senior Leadership Team are accountable for this plan.

The Equality Act 2010 simplified and strengthened discrimination law. Under this legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out 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 Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers.
- where possible, undertake reasonable adjustment to enable staff to fully access the workplace.

It is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the Governors and staff of the School annually and re-drawn every three years.

Within the terms of the Disability Discrimination Act, the term 'disability' is defined as:

"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 day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behavior difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, for example, Tourette's Syndrome, ADHD, ADD, ASD etc. This, therefore, includes a number of pupils who are or may be on our SEND register.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

Pupils should have vision and values:

Vision

- Have high aspirations, a willingness to succeed and the ability to make the right choices
- Have access to provision in the choices that they want to make
- Fee Included within all areas of school life
- Have the ability to progress along their chosen path

Values

- Show respect for feelings, values and beliefs of others in our school community
- Have positive attitudes towards people with disabilities, encouraged through PSHE E and SMSC
- Be self-confident, have high self-esteem and the ability to form constructive relationships with others

CURRICULUM

To increase the extent to which disabled pupils can participate in the school curriculum we will continue to:

1. Audit the support which pupils need to access the curriculum
2. Provide training for all staff on differentiation of the curriculum
 - Provide INSET to academic staff on how to ensure all pupils within each lesson can access the lesson content, through differentiated work sheets, tasks etc
 - All departments to show how differentiation is built into each of the schemes of work
 - The Learning Support department will work with Heads of Department and

- teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with Learning Support assistants so that support is fully utilised
3. Ensure equal access for disabled pupils to school clubs, school visits and extra-curricular activities where possible
 - Risk assessment and planning of trips to include accessibility references
 - Analyse extra-curricular activities to ensure inclusion of learning support pupils where possible
 - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils.
 4. Ensure that all pupils feel supported and included within the School
 - Pupils are placed on a register and where necessary provide emotional support
 5. Improve the delivery of information to disabled pupils and parents and provide written materials in alternative formats such as larger font sizes, as requested.

PHYSICAL ENVIRONMENT

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The Gosfield School site is set in 110 acres and was founded in 1929. The main school building is listed and dated and as such presents several challenges for accessibility. Enhanced access is facilitated by handrails, where possible. However, due to planning and heritage restrictions, there are some areas of the site that are less accessible for students, staff and visitors with impairments. All modern buildings have disabled access and toilets.

1. Entry and exit to and from the main School building
 - Designated disabled spaces are provided in the visitors car park.
 - Wheelchair access can be facilitated via the main hall entrance to the School.
 - Visitors can contact the School in advance to arrange assistance with access.
 - Support will be offered to enter or exit the building on request, and wherever necessary a PEEP drawn up.
2. Lighting
 - All classrooms have a good lighting source and lighting is monitored by the site staff.
 - Advice will be sought for those with visual impairment or specific individual

needs.

3. Ramps

- Level access can be gained via the main hall entrance and arranged on request at the School office or in advance.
- Sports Hall, Performing Arts Centre and Meadow Court have flush door fittings; therefore no ramp is required.
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4. Decoration

- The School is decorated throughout in pastel shades.

5. Toilets

- There are disabled access toilets in the main building of the School, the Sports Block, Meadow Court, Performing Arts Centre and the Cricket Pavilion.

6. Showers and Washing

- There is a disabled shower room in the Sports Block.

7. Dining hall provision

- Disabled users can be accommodated in the dining hall, with prior planning, via the dining hall double doors.

We will continue to carry out an annual access audit to improve the physical environment of the School (see attached plan below).

ACCESSIBILITY PLAN 2025-2028

Development Area	Overall Goal	Action/Strategies for delivery	Timescale	Implemented (date)
Strategic planning	Ongoing development of this 3 year accessibility plan (taking account of schedule 10, clauses 3 and 4 of the Equality Act, 2010)	Review of accessibility plan by the Senior Management Team, the SENCO, the Head of operations, drawing together all the relevant areas- admissions, curriculum, information, employment and physical environment	Every October	On-going
		SENCO reviews the list of disabled pupils annually (and on admission) to ensure they are able to access the curriculum	As required	On-going
Admissions	To ensure the School uses an Admissions Policy that is compliant	Review the admissions policy and adapt where necessary.	Bi-annually	On-going
		Ensure the policy is accessible on the School website.	Annually	On-going
		Student need are assessed prior to admission to ensure the School can accommodate accessibility need	As required	On-going
	To ensure that the School's forms and application procedures highlight any candidate's needs for 'any reasonable adjustments' required 'in relation to entrance examination, visiting day or entry to the School'	Review the School's forms and procedures.	As required	Admissions visits highly personalised: visit routes are amended to account for disabled parents or pupils.
Curriculum delivery	To enable pupils to access/receive and apply the curriculum.	Continue to improve the identification process for SEN pupils from the initial contact with the Pupils until they leave	As required	On-going
		SENCO reviews the list of disabled pupils annually (and on admission) to ensure they are able to access the curriculum	As required	On-going
	To enable pupils to become independent and confident learners	Regular staff training on SEN issues: Academic staff induction, INSET, guidance issues by SENCO. LS Department to continue to provide appropriate and suitable support to all pupils who require it, across the Year groups.	On-going	On-going

		LS Department to support in class where possible core subjects for Foundation sets. LS Department to support in practical subjects where necessary Inclusion of all SEND/ profile pages information on Bromcom to improve tracking of LS pupils. All staff required to read Regular communication between parents, pupils and staff regarding progress and assessment Regular monitoring of 1:1 sessions by SENCO and Senior LSA LSA appraisals carried annually out by SENCO and training needs identified Liaison between LS Department and Examinations Officer to ensure appropriate arrangements are made for pupils who require access arrangements to public examinations Teaching staff to be kept up to date of all exam access arrangements Guidance is obtained from outside specialists where necessary Specialist equipment considered and provided on case by case basis		
	To support specific learning difficulties within the context of the school's academic curriculum offering	Regular communications between Pupils, LS Staff and academic staff, and parents regarding progress	On-going	Continuous
Curriculum delivery- Extra Curricular	To enable pupils to access and receive and apply the extra curriculum as far as is reasonable and possible. To enable pupils to become independent and to enhance their learning in the broadest sense. To ensure teaching staff thereby enabling are aware of pupil disabilities and make the required adjustments.	A full extra- curricular program offering very broad choice and is reviewed regularly Role of tutors in overseeing the Program of individual pupils, them to make choices that suit their circumstances	Termly	On-going
		Tailoring of Games options for those pupils for whom adjustment is required (for example, no 'contact' sports). An established process of risk assessment, enabling colleagues to consider the needs of individual	Termly As required	

		pupils and whether or not they can be managed within the confines of a given trip or activity. Training of staff, for example, in the use of Epipens.		
Physical access	Improve disabled access to all buildings.	Complete DDA (Disability discrimination Act) survey on all new buildings, major refurbishments and extension and incorporate required. Classrooms can be organized as required for disabled students, both in layout or through the selection of rooms for accessibility Agreed convention of classroom swaps as necessary to ensure ground floor access, where possible Health and Safety Committee to complete a practical audit for disabled pupils, as required.	As required	On-going
	Improve signage to all buildings	Review current building signs and directional signs. Plan for new signs are part of the strategy.	Autumn Term	
	Consider installing a hearing loop in Reception for visitors	Item to be discussed at Health and Safety Committee meeting as and when needed	As needed	On-going
	Disabled workstations/adapted to be consideration for students and staff	As and when required, or when planning for admission of a students or employee with accessibility needs	As required	On-going
Evacuation Plan	Individual evacuation plan for disabled students (PEEP)	Prepared as and when required.	As required	On-going
	Consider the purchase of evacuation chair	Item to be discussed as needed in health safety committee.	To be discussed when needed	On-going

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		SENCO reviews the list of disabled	As	On-going

		pupils annually (and on admission) to ensure they are able to access the curriculum	required	
Admissions	To ensure the School uses an Admissions Policy that is compliant	Review the admissions policy and adapt where necessary.	Bi-annually	On-going
		Ensure the policy is accessible on the School website.		Complete
		Student need are assessed prior to admission to ensure the School can accommodate accessibility need	As required	On-going
	To ensure that the School's forms and application procedures highlight any candidate's needs for 'any reasonable adjustments' required 'in relation to entrance examination, visiting day or entry to the School'	Review the School's forms and procedures.	As required	Admissions visits highly personalised: visit routes are amended to account for disabled parents or pupils.
Curriculum delivery	To enable pupils to access/receive and apply the curriculum.	Continue to improve the identification process for SEN pupils from the initial contact with the Pupils until they leave	As required	On-going
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		Bromcom to improve tracking of LS pupils. All staff required to read Regular communication between parents, pupils and staff regarding progress and assessment Regular monitoring of 1:1 sessions by SENCO and Senior LSA LSA appraisals carried annually out by SENCO and training needs identified Liaison between LS Department and Examinations Officer to ensure appropriate arrangements are made for pupils who require access arrangements to public examinations Teaching staff to be kept up to date of all exam access arrangements Guidance is obtained from outside specialists where necessary Specialist equipment considered and provided on case by case basis	
	To support specific learning difficulties within the context of the School's academic curriculum offering.	Regular communication between pupils, LS staff, house and academic staff and parents regarding progress.	On-going

Signed
Principal

A handwritten signature in dark ink, appearing to be 'L. Murphy', written over a horizontal line.

Date

4/7/25

