



Gidea Park

— COLLEGE —

Accessibility Plan: 3 Years

Whole of School Guidance including EYFS

Reviewed	<i>April 2020</i>
Next Review	<i>April 2022</i>
Revised by	<i>Mrs K Whiskerd</i>
Signed off by	<i>Mrs N Molyneux</i>

Accessibility Aims

Gidea Park College aims to provide a first-class all-round education for pupils aged between 3 and 11. The school is committed to a policy of inclusion and equal opportunity. This commitment is reflected in the school's day-to-day practices and procedures. The Accessibility Plan is written with reference to the SEN and Disability Code of Practice, 0-25 Years January 2015, and complies with our duties under the Equality Act 2010.

The School endeavours to provide the best possible support to its pupils, does not treat disabled pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission, teaching and learning and co- curricular activities. The Admissions Policy, Equal Opportunities Policy and Special Educational Needs and Disability Policy are available on the School website: www.gideaparkcollege.co.uk.

At Gidea Park College our Accessibility and Disability Policies are overseen by the Head; Head of EYFS Mrs Siobhan Harrison, SENCo Miss Lucy King and ILG. They liaise with the Senior Leadership Team, The Finance Manager and the Facilities Manager to:

1. Review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
2. Make recommendations with a view to improving the accessibility of its curriculum in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
3. Prepare the School's three-year Accessibility Plan

Definitions

A person has a disability if they have a physical or mental impairment which has a "substantial and long term adverse effect" on their ability to carry out normal day-to-day activity (**Equality Act 2010**)

1. Admissions

Parents/guardians of prospective candidates for entry must notify the school of any Special Education Needs and /or disabilities in the advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate the child. The School may request a full report from a doctor or Educational Psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum whether in the classroom or through the website. The school also expects all its pupils to participate in sports, music and drama, trips and expeditions as part of its ethos of inclusiveness but must ensure that no pupil's education or safety is put at risk by the needs of any individual.

2. Existing pupils

The School recognises that medical and psychological conditions can develop in existing pupils which require adjustments to be made to the way in which the curriculum is delivered.

Parents must, as soon as possible, disclose to the School in confidence any known medical condition, health problem or allergy affecting a pupil. Where appropriate the Head will set up a consultation process so that interim measures can be put in place to support the pupil and ensure that longer term requirements can be determined. The School will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to stay at the school.

3. Learning Difficulties

The school will do all that is reasonably possible to detect and deal appropriately with a learning difficulty that amounts to a “special educational need” The School has a Head of Special Educational Needs (the SENCo) who is responsible for overseeing our SEND pupils. This is Lucy King who is based in Balgores House.

Parents must notify the Head in writing if they are aware or suspect that a pupil (or anyone in their immediate family) has a learning difficulty, and parents must provide the School with copies of all relevant information.

4. Reasonable Adjustments

The School is committed to making all reasonable adjustments to aid a prospective pupil or existing pupil. Such adjustments may include (but are not limited to):

- Allocate a classroom on the ground floor
- Install low gradient ramps for easy access on the ground floor, and for entry to school and school playground
- Remote web based learning through the school’s website
- Specialised seating

GIDEA PARK’S SCHOOL 3-YEAR ACCESSIBILITY PLAN

We have conducted a review of our provision for pupils with special educational needs and disabilities and have used this to establish priorities for our pupils with SEND and set out the School Accessibility Plan for 2019 - 2022 below. This is an ongoing plan and the targets are adapted according to identified and anticipated needs.

We regularly monitor our achievements against the targets set out within the plan and it is reviewed annually by the SENCo working closely with the Heads of Pastoral Care.

The following aspects have been carefully considered in drawing up and monitoring the Accessibility Plan:

- Admissions
- Attainment
- Attendance
- Education
- Exclusions
- Co-curricular activities, including sporting events and trips
- Physical school environment
- Recruitment and Staff training
- Pupil welfare and Medical Needs

The results of Gidea Park College Senior Leadership Teams’s audit and monitoring of the above has informed the action plan below which relates to Schedule 10 Clause 3(2) of the ISI Regulatory Standards as follows:

ISI Regulation	Description					
(a)	Increasing the extent to which disabled pupils can participate in the School’s curriculum;					
(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 by offered by the school.					
(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.					
Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Improved Access	Target Completion Date (short/medium or long-term)
To improve staff awareness of accessibility issues for the pupils in their care	(a)	To ensure that staff are proactive in identifying and flagging up potential barriers to learning due to inaccessibility.	Head of SENCo /Heads of Pastoral Care		Feedback from staff following INSET	On-going
To continue to ensure that disabled pupils, including those with SEND, have the best possible access to the curriculum and co-curriculum, including access to examinations.	(a)	SENCo will work closely with Departments/activity leaders to review access and put in place any necessary additional support. This is assessed on a case-by-case basis. Strategies include differentiated teaching, adjusting teaching methods to cater for the learning methods of individuals and specialist support provided by the SENCo	SENCo	Regular budget reviews/bids via Departments	Positive feedback from students/parents in regular LD /SEND reviews and 1:1 meetings with Class Teachers/Senior Leads	On-going

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Target	Standard To Be Met	Action Required	Lead	Resource Required	Evidence of Improved Access	Target Completion (short/medium or long term)
Training for Awareness raising on special needs (including sensory), first aid and disability.	(a)	CPD on SEND/Inclusion register to raise greater awareness and understanding	SENCo		Teachers better able to meet pupils’ needs in accessing the curriculum	On-going
Ensure that we are aware of the accessibility needs of parents, staff as well as pupils.	(b)	Review the admissions form to enable parents to volunteer this information	Heads of Pastoral Care		Admission Form updated September 2019	Short term
To ensure safe emergency evacuation procedures are in place for disabled students and visitors	(b)	Regular staff training in the evacuation disabled visitors.	SENCo and Heads of Pastoral Care/Facilities Manager	On-going training costs	Efficient and safe evacuation in an emergency	Review annually
To improve access for pupils, disabled parents and visitors	(b)	To review accessibility to Balgores ground floor Review feasibility of introducing Disabled Parking Spaces	Heads of Pastoral Care/Facilities Manager	Maintenance budget	Efficient and safe access from car park to interior of main building	Medium term
To provide updates for staff regarding curriculum and co-curriculum access which includes long term medical conditions and mental health issues	(c)	Provide INSET and review the effectiveness of IEPS and Statements /EHCs in place	SENCo, Heads of Pastoral		Feedback via Heads of Pastoral Care and Senior Leadership Team	Annually

Improve the provision of information via the website to pupils, parents and prospective parents	(c)	Review the website to ensure that it reflects the support available to disabled pupils their parents, staff and visitors. Continue to review the effectiveness of communication including, for example, software for those who are sight impaired.	SENCo and Heads of Pastoral Care		Formal and informal parent and pupil feedback provides evidence of satisfaction with the information stream.	Termly review
Ensure that all prospective parents and pupils have access to all promotional events and information.	(c)	Open Day arrangements are reviewed annually	Head/Pastoral Heads			On-going

How the plan is reviewed:

The school's SLT monitor and update the plan biannually, and it is then forwarded to the Owners who are able to consider any cost implications and an appropriate time frame.