



## ACCESSIBILITY STATEMENT

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Signed by Head Teacher	
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## REFERENCES

The Equality Act 2010 provides a single, consolidated source of discrimination law that applies to all schools. Schools may not discriminate unlawfully against pupils because of their sex, race, disability, religion or belief, or sexual orientation.

In addition to this we acknowledge our non-discrimination and planning requirements under the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act of 2001 and the Equality Act 2010.

This policy is drawn up in accordance with the SEND Code of Practice 2014, revised April 2015.

## INTRODUCTION

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3-year timescale to increase access for those with a disability.

This plan has been produced after an audit of the school for accessibility.

Thomas Gainsborough School believes it is wrong to discriminate against disabled students or those who face significant barriers to their learning. We will make reasonable adjustments to ensure that disabled students and those that face significant barriers to learning are not placed at a substantial disadvantage in comparison with those who are not disabled and will work to improve staff understanding of the requirements of their needs. We will develop and operate an accessibility plan.

Thomas Gainsborough School is located mainly in accommodation built in 2014. The building incorporates classrooms over 4 floors and there is the Bavington Building, a sports centre and 'G'block. In all of the accommodation blocks there is lift access available to wheelchair users and those with limited mobility apart from G block which on one level.

## ADMISSIONS

Thomas Gainsborough is a non-selective, inclusive school. It has a clear Equal Opportunities Policy that is available on the school's website. The school's admissions criteria are published annually and are available on our website.

Parents with students that have additional needs and or that are disabled should read this policy and apply through the local authority. Liaison may take the form of a meeting or by telephone conversation to discuss any special arrangements.

## ACCESSIBILITY MEASURES

1. The school will provide the following aids to the prospective disabled pupil according to their needs:
  - Large print examination papers
  - Coloured paper for those experiencing visual difficulties or that have been diagnosed with dyslexia or similar needs
  - Extra time to complete the examination paper
  - Accessibility to the examination room for impaired mobility pupils
  - Laptop computers
  - Additional staff support, particularly where an EHCP is in place.
  - Any other specialist equipment that is required.
  
2. It is recognised that the curriculum should be accessible for those with disabilities. Students who have educational statements or who have been diagnosed with a learning disability will be provided for according to their needs (see the SEND Policy). Students who are entitled to extra time in examinations will be given this in all internal as well as external examinations and laptops will be allowed and provided if recommended. When purchasing new equipment its suitability for use by all will always be considered.
  
3. Our main accommodation has been designed to meet the requirements of new legislation and provides easy access for all students, including those with disabilities. Where there are additional needs for pupils with visual impairment, we will work with pupils and their families to ensure that their needs are met.
  
4. Vehicular Access Disabled parking has been provided in the school car park near reception. Clear signs for disabled parking are provided. Access from the car park to the school buildings is across a flat area of block paving.
  
5. Once visitors have signed into the school their hosts will be contacted to meet them and to provide appropriate assistance and support to those with access difficulties. In order to comply with Child Safeguarding Legislation, unaccompanied visitors are not permitted access to the school site.
  
6. Wheelchairs have access via paths to all areas of the school and the sports centre.
  
7. The school's buildings have lifts and are easily navigated by those who have need of a wheelchair. Accessibility by road and wheelchair access is in place.

8. Lavatories for the disabled are situated on every floor in the new building and are also available in the other blocks.
9. There are no significant physical limitations to the site that would prevent students with disabilities from accessing the curriculum.
10. Special Educational Needs information relating to Specific Learning Difficulties (SPLD) can be accessed via the SEND Policy. Our SENDCo, Tina O'Beirne / Nicola Wilby, will also provide information on request.
11. Our in-house catering department will provide meals for those with special dietary requirements.
12. For those with Sight and Hearing impairments classrooms have digital projectors that ease the viewing of subject matter. These will be helpful to those with a sight impediment. Larger print worksheets and examination papers will be introduced as and when appropriate. For pupils that are unable to view work on a digital projector, laptops can be provided following an assessment of need.
13. All staff are informed of any students with disabilities and of the need to be aware of potential difficulties such as bullying (see anti-bullying policy). Our Teaching & Learning Policy also makes it clear that teachers are required to work with the SENDCo to differentiate their work for the needs of students.
14. Personal Emergency Evacuation Plan (PEEP): For students who require a PEEP, the SENDCo will be responsible for devising and implementing this.
15. The School encourages all students to attend a variety of trips and activities. These may be sporting, cultural or adventurous. At such venues the programme of activities can be modified to facilitate participation regardless of disability.  
Staffing ratios can be adjusted to provide extra help when necessary. Occasionally it may be considered that the welfare of the student with a particular disability cannot be guaranteed due to the nature of the disability and the specific environment and the terrain. In such circumstances it may not be possible to provide a suitable level of supervision and care to enable the pupil to participate in the activity safely.

## TYPES OF DISABILITY

Disability can be anything which impairs or affects any day-to-day activities falling into the following categories:

- Mobility
- Speech, hearing or eyesight
- Manual dexterity
- Memory, concentration, learning, understanding [including recognition of physical danger]
- Physical co-ordination
- Incontinence
- Lifting, carrying or moving ordinary objects

In addition, there may be temporary “lesser ability” amongst staff or visitors, e.g. later stages of pregnancy, short-term injuries or even perhaps, temporary incapacity through injury or illness.

## LEGISLATION

The SEND Code of Practice came into force from April 2015 and superseded the Disability Discrimination Act 1995 [DDA] as amended by the SEN and Disability Act 2001 (SENDA).

The intention and objectives are for all schools to ensure that they have assessed their premises and have made plans to accommodate disabled people by whatever reasonable means are necessary. There is no guidance on how “reasonable” might be interpreted in terms of scale of works or expense. Each case needs to be considered on individual merits.

Factors to be considered when assessing “reasonableness” are likely to include the following:

- Practicality of works
- Financial cost
- Disruption of works to the provision of education services
- School resources
- Effectiveness

ISI guidelines state a school's three-year plan must include how a school will manage the following and outline timescales for doing this:

- “190 (a): “increase the extent to which disabled pupils (including those with special educational needs) can participate in the school’s curriculum.”
- 190 (b): “improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.”
- 190 (c): “to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.”

The duty to make reasonable adjustments does not specify a duty to make physical changes but from September 2012 there is a duty to provide auxiliary aids and services when a person would be put at “substantial disadvantage” in relation to able peers. The duty is child specific.

There is a duty to plan strategically and make progress in increasing accessibility to premises and to the curriculum. There is also a responsibility to improve the ways in which written information provided to pupils who are not disabled is provided to disabled pupils.

#### CONFIDENTIALITY

The School will be sensitive to any requests for confidentiality concerning disability.

#### SPECIALIST EQUIPMENT & AUXILLARY AIDS

The School will provide, where appropriate, reasonable adjustments to provide auxiliary aids and services. These provisions will be monitored and reviewed.

#### THE INDIVIDUAL PUPIL

The School will treat each student as an individual case.

#### REVIEW AND OVERSIGHT

The facilities and access arrangements at Thomas Gainsborough School will be reviewed on an annual basis. This plan will be adjusted in light of any additional need.

## ACCESSIBILITY PLAN

The plan is divided into two Sections:

1. Physical Access: This Section looks at improving the physical environment to increase the extent to which disabled pupils can take advantage of what Thomas Gainsborough School can offer.

BUILDING	IMPROVEMENT NEEDED	TIMESCALE
'G' block	Automatic doors to be installed at the entrance via the path from the main building.	By 2024 or sooner if the need arises

2. Curriculum and Written Access: This Section looks at the extent to which disabled pupils can participate in the full curriculum; including activities outside the classroom. It considers adjustments that might be made to the curriculum provision for pupils with special needs. The implementation of this plan and the access needs of the School are monitored on a regular basis by SLT and with input from the SENDCo.

There are no current adaptations needed.