



The John of Gaunt School Accessibility Plan

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1. Vision Statement

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

2. Introduction

Within our school vision ethos we clearly state the importance of inclusion. We are committed to giving all of our young people every opportunity to achieve the highest of standards. We do this by taking account of students’ varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. This policy helps to ensure that this school promotes the individuality of all staff or students, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This Access Policy pays due regard government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against students with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make ‘reasonable adjustments’ to enable access.

At The John of Gaunt School we recognise that the Disability Discrimination Act 1995 places the following duties upon us:

- Not to treat disabled students less favourably for a reason related to their disability

- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled students and to make the school buildings more accessible for disabled persons.
- The planning duties of the DDA makes three requirements of the Proprietors:
 - To increase the extent to which disabled students can participate in the school curriculum.
 - To improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
 - Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Student & Community committee. The plan within this policy sets out the proposals for increasing access to education for disabled students.

Our Accessibility Plan outlines the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all students and staff with disabilities.

3. Policy Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for all our students, and this of course includes students with disabilities.

- We will ensure that students with disabilities have the same opportunities as nondisabled students to benefit from the education our school provides
- We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability
- We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage

4. What is disability?

- The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'

- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on everyday lives.
- Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

5. Removing Barriers

- The school will make reasonable adjustments to ensure that students and members of staff and of the public are not disadvantaged.

6. Safeguarding

At The John of Gaunt School safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children.

We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding The John of Gaunt School procedures will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Safeguarding Officer; Helen Kerr, Assistant Headteacher.

7. The John of Gaunt School Accessibility Plan 2016 to 2019

Outcome	How will this be achieved?	Time Frame	Evaluation (RAG)
Physical Environment			
To continue to improve access to the physical environment for all.	<ul style="list-style-type: none"> Widen the door into Lancaster building. 	Sept '16	This has been done summer 2016
	<ul style="list-style-type: none"> Ensure handrails and outside steps are clearly marked with high-viz paint. 	Sept '16	Ongoing works
	<ul style="list-style-type: none"> Ensure the 6th form study facilities are fully accessible to students. 	Sept '16	The 6 th form common room is fully accessible to students from the Lancaster carpark.
	<ul style="list-style-type: none"> Develop ramp access into Wingfield reception. 	Sept '17	We will be obtaining quotes and hope to be able to get this done in the near future.
Curriculum			
To develop a differentiated curriculum for targeted learners with learning difficulties at KS4	<ul style="list-style-type: none"> Evaluation of nurture group to increase impact. 	May '17	Initial evaluation took place during the ILD faculty review. End of year exams taking place in July will give data to evaluate the impact that it has had this academic year
	<ul style="list-style-type: none"> DHT SENDCo to review KS4 curriculum to ensure sustainability for SEND students. 	May '17	Considered as part of Wiltshire SEF. There is still work to be done in terms of providing a KS4 curriculum that is accessible to all learners (especially with the introduction of the new GCSEs meaning that some subjects have become less accessible for students).
	<ul style="list-style-type: none"> Continue to develop KS3 literacy and numeracy support within the Individual Learning Department. 	Ongoing	Literacy and numeracy interventions have taken place this year. Data shows good progress.

Curriculum			
To continue to train both teaching and support staff on different aspects of SEN and differentiation when required.	<ul style="list-style-type: none"> ▪ Review the needs of young people with special educational needs. ▪ Embed training opportunities into school CPD time. 	Ongoing	<p>Three updates of the SEN register have taken place this year.</p> <p>Optional CPD sessions after school linked to SEN have taken place this year. These have been organised by VMA and JWO.</p>
Exam access arrangements will be sought for SEND students so they are not disadvantaged in external exams.	<ul style="list-style-type: none"> ▪ The SENDCo will ensure funding and thorough testing arrangements are in place. 	Ongoing	Students begin the testing process in January of year 9 to ensure that access arrangements are in place at the start of year 10.
Develop the use of IT in the classroom to allow greater access for SEND students.	<ul style="list-style-type: none"> ▪ Further develop the use of the VLE to provide 24/7 access to resources. ▪ Broaden the use of personal IT devices to support SEND and EAL students. ▪ Ensure projectors and screens in all classrooms are clearly visible for all students. 	<p>Sept '17</p> <p>Sept '18</p> <p>Sept '18</p>	<p>There is still a significant improvement needed in this area. We do not have a good number of personal IT devices for students to use. Quality of ICT equipment in Pitman is poor.</p> <p>A better screen is needed in P11 - it is far too small and is not easily accessible.</p>
Written/other information			
Make available school brochures, school newsletters and other information for parents/carers in alternative formats when required.	<ul style="list-style-type: none"> ▪ Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats. 	Ongoing	