



ACCESSIBILITY PLAN

2025-28

Recommended by:	Premises and Health & Safety Manager + SENCO
Recommendation Date	25 th November 2025
Ratified by:	LAGB
Signed:	<i>J Goodman</i>
Position on the board	Chair of Governors
Ratification Date	25 th November 2025
Next Review:	26 th November 2026
Policy Tier (Central/Hub/School):	School

Revision History			
Revision Date	Previous Revision Date	Summary of changes	Owner/Editor
12/2/2021		P.12 added reference to additional policy Children with Health Needs that cannot attend school policy	SW
12/2/2021		Various – Removed reference to TEEP with change to ‘school’s teaching and learning model’	SW
14/12/2021		‘SEN staff’ all to be trained in evac chair now changed to ‘selected staff’	MCI
16/9/24		P.4 Amended number of staff who hold the NASENDCO award. Methods of staff updates updated.	HNU
16/9/24		P.5,7,8 IEP changed to ‘Passport’	HNU
16/9/24		P.10 ‘vulnerable learner list’ changed to ‘SEND register	HNU
5/11/25		‘Site Lead’ changed to ‘Estates Service Lead’ throughout	HNU
5/11/25		‘Site Team’ changed to ‘Estates team’ throughout	HNU
5/11/25		p.3 Clarification over complaints process added	HNU

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled students.

Gospel Oak School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Compliance with the Equality Act 2010 is consistent with the operation of the school's SEN policy and SEN Information Report.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs; and
- overcoming potential barriers to learning and assessment for individuals and groups of students

The plan will be made available online on the school's website. Paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The plan will be changed, adapted and reviewed according to advice and guidance from the Central Region Schools Trust and has been produced in accordance with the Trust's Equality Policy.

The School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school. In particular, the school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. As such we employ the following definition;

'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 normal day to day activities'.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The school recognises its duty under the Equality Act 2010 to:

- carry out accessibility planning, removing barriers for disabled students to ensure access to a full curriculum;
- increase the extent to which disabled students can participate and achieve in the curriculum, including staff development where necessary;
- improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

The complaints mechanism is well advertised and accessible, guiding parents and carers about making complaints to school and to the local authority. This information can be found in the SEND information report.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Local Academy Governing Board.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy
- Special educational needs and disability (SEND) information report
- SEND Policy
- Supporting students with medical conditions policy

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken during this policy review cycle (2025/26)	Person(s) responsible
All staff have the necessary training to teach and support students with SEND	<ul style="list-style-type: none">• Annual reviews for students with ECHPs complete in accordance with statutory guidance.• Parents/carers are invited in yearly to review passports which set out strategies to meet student need and prompt dialogue.• A number of Achievement Assistants have completed EVAC chair training.• Updates are provided via the staff bulletin, email and staff briefing.• Whole school training programme devised focusing on areas of need and delivery is being rolled out for SEND.	<ul style="list-style-type: none">• At least Annual training takes place on aspects of supporting individuals with Special Educational Needs (SEN).• A number of Achievement Assistants have completed and passed Evac Chair training.• Achievement Assistants are allocated to Specialisms within areas of needs and receive specific training as required.• Programme of training delivered to improve understanding of need.• Three staff hold the NASENCO award• SENCo conducts weekly spotlights/learning walks to observe inclusive teaching throughout the school.• Achievement Assistants attend personalised support staff Training Days	<ul style="list-style-type: none">• SENCO

<p>Increase access to the curriculum for students with a disability</p>	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all students. • We use resources tailored to the needs of students who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all students, including those with a disability. • Targets are set effectively and are appropriate for students with additional needs. • Provide access to computer technology appropriate for students with disabilities. • The curriculum is reviewed to ensure it meets the needs of all students. 	<ul style="list-style-type: none"> • Ensure that all staff (including teaching support staff) are trained in the school's teaching and learning model and use this approach to teaching and learning. • Ensure that staff have access to up-to-date information regarding which students have disabilities. • For the SENCO to provide strategies to support quality first teaching. • To employ a graduated approach to assess the effectiveness of aforementioned strategies and provide additional support where required. • Ensure that there is a depth of knowledge as required in the SEND team to support any children with identified disabilities in the School. • Ensure that all staff organise their teaching rooms appropriately (with guidance from passports) and provide seating plans for students. • To ensure mechanisms exist to provide staff with key information on students who may need short-term support. 	<ul style="list-style-type: none"> • SENCO
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Improve and maintain access to the physical environment	<p>The environment in both blocks is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> - Ramps - Elevators - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height - Fire evacuation chairs in all appropriate locations. 	<ul style="list-style-type: none"> • Ensure that all staff organise their teaching rooms appropriately (with guidance from passports) and provide seating plans for students. • Ensure selected fire marshals and SEN support assistants have completed and passed Evac Chair training. • Ensure all staff follow the school's teaching and learning model in all lessons 	<ul style="list-style-type: none"> • SENCO • Estates Team
Improve the delivery of information to students with a disability	<p>Our School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Large font/colour requirements 	<ul style="list-style-type: none"> • Ensure all staff follow the school's teaching and learning model in all lessons • Ensure materials are produced for exams and lessons to meet the specific identified needs of students. • Ensure students with Hearing Impairments have a SEND Passport with individualised support strategies. 	<ul style="list-style-type: none"> • SENCO
Lessons are responsive to student diversity.	<ul style="list-style-type: none"> • All staff use the school's teaching & learning cycle which provides a structured and formal model of delivery designed to promote access and guidance. • KASE opportunities are embedded into each lesson. • Risk assessments take place for all relevant activities. • Educational visit coordinator in place and oversees relevant training, guidance and appropriate completion of risk assessments. 	<ul style="list-style-type: none"> • Ensure all staff follow the school's teaching and learning model in all lesson, which provides diverse and innovative learning tasks with a variety of learning styles. • KASE underpins all aspects of school life. • All departments e.g. Science, PE, Catering, undertake necessary and relevant risk assessments for appropriate activities suitable for student learning. 	<ul style="list-style-type: none"> • SENCO

		<ul style="list-style-type: none"> • The school has an Educational Visits Coordinator (EVC) and all staff receive relevant training and guidance. • A rigorous planning and risk assessment process is required for all Educational Visits overseen by the EVC. 	
Staff recognise and allow for the mental and physical effort expended by some students with disabilities.	<ul style="list-style-type: none"> • Passports are completed for all students with SEN Need. • SENCO and team provide assessment and identification of student need to ensure access for all students. • Daily SEN briefings are sent out to staff and relevant SEN information regarding changes or need are communicated to staff. 	<ul style="list-style-type: none"> • Passports are created for students who have difficulties in accessing mainstream lessons, providing staff with individualised strategies in supporting the needs of all students on the SEN register. • The SENCO completes diagnostic assessments to identify need and through the use of Sandwell's Inclusion Support service, ensures that all exam access arrangements are complete. • Weekly briefings provide staff with key information on students who may need short-term support. 	<ul style="list-style-type: none"> • SENCO
Staff provide alternative ways of giving access to experience or understanding for students with disabilities who may need adaptations to access the curriculum.	<ul style="list-style-type: none"> • Passports are completed for all students with SEN Need. • SENCO and team provide assessment and identification of student need to ensure access for all students. • Lessons are differentiated to allow for participation for all students. 	<ul style="list-style-type: none"> • Every effort is made to involve all students in all activities within the school. • Passports are created to enable students to access the full curriculum despite, learning, medical, social and emotional, mental health or behavioural needs. • During lessons students have access, as and when required, to specialised and adapted equipment. 	<ul style="list-style-type: none"> • SENCO

		<ul style="list-style-type: none"> Lessons are adapted to suit the learning needs of all students. 	
School visits, including overseas visits, are accessible to all	<ul style="list-style-type: none"> The school operates on a presumption of entitlement to trips regardless of ability. The EVC ensures that appropriate guidance and risk assessments are in place to support students with additional need. 	<p>The school adopts the principle that it is unlawful to treat a disabled person less favourably or fail to take steps to ensure that disabled persons are not placed at a substantial disadvantage without justification. We endorse the following principles:</p> <ul style="list-style-type: none"> - A presumption of entitlement to participate - Accessibility through direct or realistic adaption or modification - Integrations through participation with peers - For all, trip permission is sought from the EVC, who ensures equal access occurs and all medical issues identified are addressed. - Appropriate risk assessments are carried out. The curriculum strives to provide a diverse range 	<ul style="list-style-type: none"> SENCO
The size and layout of the school - allows for access for all student	<ul style="list-style-type: none"> Site inspections occur daily by the Estates team. Exit and fire escape exists are visibly sign-posted. SEN staff are provided with appropriate training regarding EVAC training and assisting students with mobility issues around school. Disability parking is provided. 	<ul style="list-style-type: none"> Regular site inspections to take place by Estates service lead to ensure all pathways are clear of any issues, which would make access around the site unsafe and inaccessible. Exit routes signs are clearly labelled and regularly checked to ensure they are current and visible. Disabled parking for only staff and children who have the appropriate authorities to park in disabled spaces. 	<ul style="list-style-type: none"> SENCO Estates team Executive Principal

Steps are made to reduce background noise for hearing impaired students	<ul style="list-style-type: none"> • Hearing impairment register identifies students with HI issues. • Sandwell's inclusion support team are used to provide staff with appropriate guidance to facilitate access to students. 	<ul style="list-style-type: none"> • Students with Hearing Impairments have a passport with individualised support strategies. • Students with hearing impairments are assessed by the Hearing Impairment Team to provide appropriate access arrangements e.g. carpeted rooms, small rooms. 	<ul style="list-style-type: none"> • SENCO
Steps are made to promote access to learning for students with visual impairments.	<ul style="list-style-type: none"> • Visual impairment register identifies students with VI issues. • Sandwell's inclusion support team are used to provide staff with appropriate guidance to facilitate access to students. 	<ul style="list-style-type: none"> • Students with visual impairments have a passport with individualised support strategies. • Students with hearing impairments are assessed by the VI Team to provide appropriate access arrangements e.g. carpeted rooms, small rooms. 	<ul style="list-style-type: none"> • SENCO
Where remote learning is required for students, the school takes necessary steps to ensure that all students, including this with disabilities, visual impairments and dyslexia can take place.	<ul style="list-style-type: none"> • Students who have identified impairments are added to SEND register and regular phone calls to parents where learning needs are identified and addressed. • For students with dyslexia difficulties, work sent home to students is on the correct coloured paper. • Coloured overlays are provided by school to students who are required to use computers. • Staff receive training on how to support students with learning difficulties during remote learning cycles. 	<ul style="list-style-type: none"> • Lists established and reviewed to ensure parents and learners are contacted and arising needs are addressed. • SENCO to review SEND register provide this information to reprographics staff to ensure work set is on correct paper. • Review lists of students requiring coloured paper and provide overlays. • Provide training for new staff or new starter to reflect current practice. 	<ul style="list-style-type: none"> • SENCO