

Intent statement

At The Gates, we pledge to respect the equal human rights of all our pupils and equality is embedded throughout our school curriculum. We respect the equal rights of all our staff and other members of the school community. We will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We take pride in being a rainbow school where all differences are embraced and supported. The Gates is committed to ensuring all pupils, regardless of need, have access to a diverse, inclusive school that is accessible to all. The school is committed to providing equal opportunities for all, regardless of race, faith, sex, gender identity or learning differences in all aspects of school. Self and mutual respect are high on the school agenda and everyone is taught the importance of tolerance.

Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends; not understand that what is happening is bullying;
- have difficulties telling people about bullying.

Legislation

This plan is drawn up in accordance with **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act which states that all schools should have an Accessibility Plan. The Equality Act 2010 replaces all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, gender identity, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

This plan also considers the following legislation:

- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education

Accessibility

The Gates school building is disability friendly. The school is on one level, all entrances to the school are flat and each classroom has both internal and external access points. All doors and corridors within school are wide to accommodate wheelchair users.

All of our classrooms are inclusive friendly: we celebrate all things that make us different and unique and look at how we can utilise these differences to educate and empower both staff and pupils. Using our differences as strengths, allows us to think more innovatively enabling us to create environments that are inclusive for all. Adaptations to the physical environment will be made, as appropriate, to accommodate children as and when appropriate.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be adjusted and made more accessible by using visual, tactile and concrete resources. We recognise that there is no 'typical' way to learn and our environments and teachings reflect this.

On-site car parking for staff and visitors includes several dedicated disabled parking bays. The main entrance features a secure reception and a low reception hatch, accessible to wheelchair users. All emergency exits are clearly marked.

There are disabled toilet facilities available in each key phase of the school these have all been fitted with handrails and lifts. The toilets have internal emergency alarms.

Accessibility:

At The Gates, we recognise the critical importance of ensuring that our school is accessible to all pupils, regardless of their physical or learning needs. Accessibility in schools goes beyond just meeting physical requirements; it is about fostering an inclusive environment where every child has the opportunity to succeed and fully participate in the school community. We are committed to providing a learning environment that enables children with different abilities and needs to thrive academically, socially, and emotionally. More information can be found in our accessibility policy on the school website.

- **Physical Accessibility:**
 - The school is designed with accessibility in mind, featuring wide corridors, a single-level layout, and easy access toilet facilities, ensuring that children with mobility difficulties can navigate the school easily and independently.
 - We recognize the importance of adapting the physical environment to meet the needs of students with physical disabilities. This includes ensuring that all areas of the school are reachable for those using wheelchairs, walkers, or other mobility aids.

- **Support for Sensory Disabilities:**
 - Sensory disabilities such as visual or hearing impairments require thoughtful adaptations in the physical and learning environments. The school takes steps to ensure that these sensory needs are addressed by providing appropriate resources, lighting, sound systems, and signage. Visual aids, tactile materials, and auditory supports are used in classrooms to assist students with sensory impairments.
 - Teachers are trained to adapt their teaching strategies to accommodate sensory needs, ensuring that all pupils can access learning in a comfortable and effective manner.
- **Inclusive Classrooms:**
 - We strive to create classrooms that are inclusive and supportive for all learners, including those with dyslexia, dyspraxia, Autism Spectrum Disorder (ASD), and other specific learning difficulties. Our approach includes using a variety of teaching methods, tools, and strategies that cater to different learning styles.
 - Classrooms are equipped with visual aids, clear instructions, and structured routines to assist students who benefit from additional support. We also use assistive technology, such as screen readers or text-to-speech software, to ensure that students with specific learning needs can engage with the curriculum.
- **Adaptation of the National Curriculum:**
 - The school delivers a full National Curriculum, ensuring that students with SEND (Special Educational Needs and Disabilities) can access the same content as their peers. However, we understand that some students may need adjustments to the pace, style, or presentation of learning to ensure they fully understand and participate.
 - To support this, we modify resources and teaching techniques to accommodate the needs of students, such as providing additional time for tasks, using simplified language, or offering alternative assessment methods. By doing so, we ensure that all children, regardless of ability, have the opportunity to learn and succeed.
- **Importance of Accessibility:**
 - Accessibility is not just about physical adaptations but about creating an educational culture where all pupils feel valued, included, and capable of achieving their best. It promotes equality, dignity, and respect, helping to break down barriers that could otherwise hinder learning.
 - By fostering an inclusive school environment, we aim to build confidence, self-esteem, and independence in our students with SEND. These efforts also teach empathy and understanding, as all pupils learn to appreciate and celebrate differences in themselves and others.

In essence, accessibility in schools is crucial for ensuring that every child has an equitable opportunity to succeed. At The Gates, we are committed to continuously reviewing and improving our practices to ensure that all students can participate in every aspect of school life and reach their full potential.

Parents

At The Gates we believe that working collaboratively is a key component to our success. Communication between school and home is collected and accessed in a plethora of ways: verbally, electronically, written, via video and/or virtually.

In early communications with new parents and carers, we ask about how we may best support any disability and/or health condition at school. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, induction meetings, data collection sheets and/or as part of the Early Help Process. By doing this, we ensure that the needs of all disabled pupils, parents and staff are represented within the school.