

# **Blackpool Gateway Academy**

## **Accessibility Plan**

### **2023- 2026**

#### **Introduction**

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2014 (SENDA). The Board of Governors of Blackpool Gateway Academy recognises the following duties that this places upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To ensure the school buildings remain accessible for disabled persons through reasonable adjustments where needed.

The planning duties of the DDA ask three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. As part of the review process, a self-audit should be completed. This plan will be monitored and evaluated by the Board of Governors at least every three years. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

#### **Disability and Blackpool Gateway Academy**

*'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'* – the DDA definition of disability.

Gateway's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind, the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEND Policy and SEN Information Report.

## **Access to this plan**

This plan will be made available upon our school website and to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan. This plan will be made available to Ofsted and ISI inspectors upon request.

## **Supporting Policies:**

Equal Opportunities  
Anti-Bullying  
Medical and First Aid  
SEND Policy  
SEN Information Report  
Educational Visits  
Curriculum Policies  
Health and Safety

## **Previous Adaptations made to the school;**

- Provision of a disabled parking bay in the visitor car park.
- Cloakroom / toilet facilities for the disabled.
- School site well sign-posted from main road.
- Car parking space clearly marked.
- Staff within school trained to deal with specific medical needs e.g epilepsy, diabetes, asthma, allergies to enable all children to access the curriculum.
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Installing electronic white boards in teaching rooms – it is recognised that children with learning difficulties and visual impairments find it easier to learn when an electronic white board is used.
- To encourage pupils to use an alternative means of recording by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology.
- Annual training for diabetes/epilepsy/asthma/epilepsy linked to Annual Medical Health Care plan reviews.
- Family engagement worker working with our most vulnerable pupils and families.
- Website made more accessible for those with visual impairments/dyslexia.

## Strategy 2023 -2026

### Teaching and Curriculum

Target	Action	Resources	Timescale/s	Responsibility	Outcome
All pupils have access to restorative conversation and advocacy.	Pupils are able to critically reflect on how their behaviour affects other children.	Restorative Conversation. Behaviour Advocacy. <u>Allocated Advocate for identified cohort.</u>	Established Autumn 2023. To be fully embedded by Autumn 2024.	( Lead EF + EK)  <i>Designated Advocates</i>	Pupils through restorative conversation and advocacy will be able to make pro-social choices.
Targeted support for pupils with high-need SEN	Access to high-level adaptations and quality first teaching.	TAs delivering interventions. Training from SEND team.	Intervention overview sheet set up Summer 2024, needs to be used consistently and all pre and post intervention paperwork being completed without support by Summer 2025.	( Lead NM + DG)	Pupils with high-need SEN access targeted support
To be a Trauma Informed School.	All staff have training in Trauma Informed approaches.	Phased training for all child facing staff.	To be fully embedded by Spring 2024.	Lead EK ( fCAT)	Gateway is a Trauma informed school

### Improving the Delivery of Written Information

Target	Action	Resources	Timescale	Responsibility	Outcomes
Parents/carers better have	All parents/carers can access School Dojo	Dojo	Established Spring 2022.	All teaching staff	All parents/carers can use and access School Dojo

improved communication with class teachers.	Access link on DOJO	Parent/Carer Internet access	To be fully embedded by Summer 2023.		All parents/carers know how to seek support if required.
Introduction of MCAS app for parents/carers for improved communication of whole school messages and consent forms.	All parents/ carers can access MCAS. Training provided by IT and office team.	Training. Parent/Carer internet access MCAS app	Launched Summer 2024. Want every parent connected by Summer 2025.	Office team.	All parents/carers can use and access MCAS. All parents/carers know how to seek support if required.
Parents/carers of pupils with SEND receive progress information termly.	Edukey plans target setting/review cycles termly.	Edukey	Embedded 2020 and ongoing	All teachers SENCOs	Parents/carers of pupils with SEND receive progress information termly.

### Developing Access to the Physical Environment of School

Target	Action	Resources	Timescale	Responsibility	Outcomes
All pupils have access to sensory, emotional nurture and mentoring support.	Designated classroom to enable the delivery of sensory and emotional nurture support.	SEND room set up. TA to supervise children.	Designated classroom. Fully ready equipped Autumn 2024.	( Lead NM/DG )	All pupils have access to sensory and emotional nurture.

Designation: SENCo/DSL/AHT

Date: 24.11.24

To be reviewed November 2025