

Gateway Federation
Lea Church of England
Primary School and
Gateway Lodge Nursery
and Gorsley Goffs Primary
School



Accessibility Plan

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| Written by: | SLT in consultation with governors. |
| Updated | November 2025 |
| Date for Review | July 2028 |
| Signed Head Teacher. | S Manning |

This policy has been considered by a member of the SMT, in order to ensure that it does not have an adverse effect on race, gender or disability equality

Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

Equality

SEN

Behaviour

Anti-Bullying Policy

Safeguarding Policy and procedures

Introduction

1. The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.
2. Our school's accessibility plans are aimed at:
 - Increasing the extent to which disabled pupils can participate in the curriculum
 - Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
 - Improving the availability of accessible information to disabled pupils
3. We recognise the need to provide adequate resources for implementing plans and will regularly review them. Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.
4. The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
5. The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

6. Our School fully supports the vision:

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

7. Inclusion means to us:

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Access to this plan:

8. This plan will be made available upon request 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.
9. This plan will be shared with Senior Management and will inform relevant aspects of the school's improvement plan.

Gorsley Goffs Primary School Accessibility Plan 2025-2028

| Objective | What | Who /How | Timeframe | Outcome |
|---|--|------------------|------------------|---|
| To ensure all teachers are following the SEND policy in the light of current needs. | All teachers need to ensure that they are using appropriate visual tools / colours | Monitor by SENCO | ongoing | Continual CPD training, as necessary, of staff in order to remove all barriers to learning. |

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| Ensure compliance with Disability Discrimination Act and code of practice. | Staff and governors informed of requirements and obligations of the Disability Discrimination Act and Accessibility Plan shared with personnel. | Staff and Governors meetings | ongoing | All personnel aware of requirements and obligations |
| Greater awareness of and confidence in dealing with pupils with SEND amongst teachers. | Identify areas where knowledge and skills base need to be extended. | More highly trained staff in this area | As necessary. | Better access to the curriculum for all children. |
| To ensure inside and outside areas conform to the H & S guidelines | To assess high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level. | External Health & Safety consultant, H&S Co-ordinator, Head Teacher, staff, Caretaker in charge and governors to carry out / be aware of risk assessments. | When required | All risk assessments carried out as required when responding to particular needs. H&S audit complete and achieved. |
| Training for staff on differentiating the needs of the children with impairments. | SENCO to investigate what areas of training are required. | HT & SENCO to carry out or arrange relevant training | When required | All personnel are trained in relevant areas |
| To update and review the accessibility plan on a three-yearly basis. | Carry out an audit of the plan. | Review plan and liaise with HT & SENCO for an update on current children with disabilities. | Summer 2028 | Plan review annually |
| All extra curricular activities are planned to ensure they are | Review out of school provision to ensure compliance with | HT and provision leaders | ongoing | Increase in access to all school activities for all pupils |

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| accessible to all children. | legislation | | | |
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Lea Church of England Primary and Pre School Accessibility Plan 2025-2028

Lea Church of England Primary School and Gateway Lodge Nursery buildings are well designed to meet the needs of disabled pupils:

- all entrances are accessible by wheelchair with only a small ramp;
- all buildings are on ground level;
- there is a disabled toilet in each building.

| Objective | What | Who /How | Timeframe | Outcome |
|---|---|--|------------------|---|
| To ensure all teachers are following the SEN policy in the light of current needs. | All teachers need to ensure that they are using appropriate visual tools / colours | Monitor by SENCO | ongoing | Continual CPD training, as necessary, of staff in order to remove all barriers to learning. |
| Ensure compliance with DDA and code of practice | Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel. | Staff and Governors meetings | ongoing | All personnel aware of requirements and obligations |
| Greater awareness of and confidence in dealing with pupils with SEN amongst teachers. | Identify areas where knowledge and skills base need to be extended. | More highly trained staff in this area | As necessary. | Better access to the curriculum for all children. |
| To ensure that both | To assess high risk areas | External Health & Safety | When required | All risk assessments |

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| areas inside and outside conform to the H & S guidelines | and carry out appropriate risk assessments, working to bring them up to an acceptable level. | consultant, H&S Co-ordinator, Head Teacher, staff, Caretaker in charge and governors to carry out / be aware of risk assessments. | | carried out as required when responding to particular needs. H&S audit complete and achieved. |
| Training for staff on differentiating the needs of the children with impairments. | SENCO to investigate what areas of training are required. | HT & SENCO to carry out or arrange relevant training | When required | All personnel are trained in relevant areas |
| To update and review the accessibility plan on a 3 year basis. | Carry out an audit of the plan | Review plan and liaise with HT & SENCO for an update on current children with disabilities. | ongoing | Every 3 years |
| All extra curricular activities are planned to ensure they are accessible to all children. | Review out of school provision to ensure compliance with legislation | HT and provision leaders | ongoing | Increase in access to all school activities for all pupils |