



Accessibility Plan September 2025 - August 2028

Overall Aim

Gateway School seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

To make staff aware of the implications of the definition of disability in the Equality Act 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'

This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

Updated in September 2025

To be reviewed: August 2028

Our statutory responsibilities:

Gateway School makes these accessibility plans available to all interested parties on request.

Our plan is to increase over time, or when need arises, the accessibility of the school for disabled pupils and implement the plans that are outlined in this document.

Equal Opportunities

We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. The School is committed to being an Equal Opportunities Education provider and is committed to equality of opportunity for all members of the school community. The school recognises and accepts its responsibilities under the law, in line with the 1976 Race Relations Act and in line with the Equality Act 2010; all candidates for admission will be treated equally, irrespective of their, or their parents' age, gender, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or ethnicity, language, religion or belief, national or social origin, sexual orientation, property, birth or other status. We expect all of our pupils to attend all assemblies and outings, and to take full part in all Religious Education, and Learning for Life lessons.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from planning consent or listed building/conservation area status. In respect of the latter, GatewaySchool is in a situation of particular restriction. Part of the school occupies a Grade II listed building, together with a number of permanent and temporary classrooms, in a designated conservation area of Buckinghamshire in Great Missenden. The fact that the main school building is a listed building, severely limits the ability of the school to make physical adjustments to its premises.

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To be reviewed: August 2028

Gateway School SENDA Accessibility Plan

Physical

To improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school

Theme/ Target/ Objective	Action	Leading/ Responsibilit y	Timescale/Dat e	Success Criteria	Outcome	Sign off/ Evaluation
To ensure classrooms where there are disabled pupils with visual impairment, autism or epilepsy are not confusing or overstimulating	Décor to be adjusted where it is considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy. Ensure class displays are accessible to all pupils.	SENCO/SLT	Ongoing	Pupils with known such issues are happy with any areas that were previously an issue. All pupils can access class displays.	Pupils with known such issues are happy with any areas that were previously an issue. All pupils can access class displays.	

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Emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability	Consultation with Fire Safety Officer and produce plan for improvements	Finance Facilitator/Health and Safety manger	As required	Fire alarms and signage will be reviewed and upgraded as necessary All pupils can access and understand emergency and evacuation procedures.	Annual Fire Safety survey carried out and signage updated where required All pupils can access and understand emergency and evacuation procedures.	
Consider timetable alterations to accommodate temporarily physically disabled pupils for those lessons currently taught in inaccessible classrooms	Identify lessons affected and make reasonable amendments	Nurses /RI adapt time table as required	As required	Pupils can still attend school safely with a temporary disability		
To improve the accessibility of the site to anyone with a disability	As the school site is modernised and upgraded ensure that the needs of disabled pupils,	Head/ Finance facilitator /Health	Ongoing	Improvements to accessibility made over the 3 yr period		

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	parents and staff are considered when making adjustments	and Safety manager				
Curriculum To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;						
Theme/ Target/Objective	Action	Leading/ Responsibility	Timescale/Date	Success Criteria	Outcome	Sign off/ Evaluation
Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	Led by SENCO and relevant teachers.	Ongoing	Curriculum is fully accessible for all pupils.	All pupils can access all planned learning in all subjects, regardless of whether they are disabled or not.	
Enabling Participation in the School's Curriculum for All	Train staff on differentiation Use iSAMS / PA / CPOMS/ google drive to improve access of teachers to information.	SLT/ICT dept/ Admin	Ongoing	Improved staff confidence in differentiating, evident in class. Pertinent pupil information increasingly accessed by staff to	Improved access to learning in class, including resources. .	

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	Provision of aids to assist visual or auditory impairment. Review IT resources in line with needs of annual cohorts. Monitoring of SEND progress within progression meetings as a specific cohort.	IT Tech/ SEN dept SLT/IT Co-ordinator SENCo/SLT/ Subject leads	When required Annually Ongoing	aid planning and teaching. Pupils with such impairments improve participation. ICT resources successfully support pupil learning. Pupil's needs are met to ensure progression across the curriculum.	Pupils with such impairments improve participation. ICT resources successfully support pupil learning. Pupils achieve to the best of their ability.	
To ensure disabled pupils are not disadvantaged by any loss of opportunity	School trips and activities are risk assessed taking into account the pupils in our care	SENCO/ School nurse/ Trip organiser	Reviewed as necessary and adjustments made	All pupils can take part in school activities regardless of disability	All pupils have opportunity outside of regular lessons	

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Further improve the use of the Wellbeing hub	Ensure the wellbeing room is being used to the best of its ability. Timetabling staff to support to those using it	Wellbeing committee		Room/area created and being used.	Improved happiness and wellbeing of pupils.	
Teachers are all aware of their responsibilities to ensure the curriculum is accessible to all pupils.	Observations, planning and book scrutiny of teaching to focus on adapting teaching.	SLT/SENCO/ Subject leads	On- going through out	Equip all teachers to cope more effectively with individual pupils' needs.	Individual needs of pupils met.	
The provision of information in simple language, symbols, large print, audio/video form or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	Annual review dependent on specific needs of cohorts.	SENCO to advise individual teachers	As required	SEND Pupils are able to access resources independently	Pupils are able to access resources independently	

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To be reviewed: August 2028

Ensure appropriate adjustments are applied for pupils with disabilities so that they are granted the extra time or other amendments needed when sitting 11+ and examinations. Ensure consideration given to SEND in all internal and external testing. Physical Health	Check appropriate assessments have been carried out in a timely manner and necessary Special Access Arrangements applied Offer a wide range of sports and activities, including swimming so that all children can take part in physical exercise	SENCO/SLT	Review annually in relation to needs of pupils	Additional time and reasonable adjustments are granted by the County for pupils. Summative assessments are accessible and stress minimised. All pupils benefitting from participating in physical exercise.pils	Annually pupils are allowed extra time / movement breaks/ quiet room Improved fitness and health	
All staff aware of the content of any current Education and Health Care Plans	All Plans are accessible to all staff on the shared google drive.	SENCO / All teachers	Programme of review and updating is ongoing throughout the 3 year period 2019-22	All Plans held on i- SAMs content known by staff and reviewed annually at pupil's annual review.	Plans accessible on li-SAMs for all staff.	

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To provide access to computer technology appropriate for pupils with disabilities	Ensure we have ICT resources available for pupils to use	HEAD OF ICT / Finance Facilitator	Review annually	Pupils have access to equipment if they require it.	Chrome books bought an available for SEN dept and used by indiv children as required	
Resources/ Accessibility of Information To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled						
Theme/ Target/Objective	Action	Leading/ Responsibility	Timescale/Date	Success Criteria	Outcome	Sign off/ Evaluation

Updated in September 2025

To be reviewed: August 2028

Accessibility of Information Updated in September 2025 To be reviewed: August 2028	Increase the use of voice assisted software as easily accessible means of communication for all people involved with the school. Ensure that all communications sent out by the school consider the need for accessibility for all by using well-presented materials which are jargon free, using clear font of an appropriate size. Using public areas of school to display notices in large font. Ensuring all signage is sufficiently clear, with visual cues.	ICT Tech/ Admin/SLT/ Marketing		Improved access to information. No concerns raised regarding not being able to access. Those with visual impairment can access display notices. Signage is accessible.	Improved access to school information. Those with visual impairment can access display notices. Signage can be accessed and followed.	Google speak software on all chrome books (Sept 2020? and ongoing) ISAMS fully embedded Sept 2021 so pupil info fully shared SEND register google doc so accessible and editable at all times (Sept 2021) Moved to Chrome cast
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	Policies available electronically so that user can adapt to their needs, including Audio information on school websites to support visually impaired. Enabling compatibility on websites.					and investment in new large screens has improved visibility (ongoing)
To ensure staff are mindful of presenting information which is user friendly for people with disabilities	To adapt teaching methods as appropriate	SENCO/ SLT/	Review annually in relation to needs of pupils	Pupils with individual needs can access teaching material	Pupils with individual needs can access teaching material	
Use ICT effectively to produce written information in different formats to help pupils with	Upgrade ICT equipment so that staff can easily record written information and make files	ICT Technician /teachers/	Ongoing	Use of Google Classroom to hold resources.	Outcome?	

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disabilities	available to pupils					
Review ICT resources in line with needs of annual cohorts	Purchase and install appropriate alternative equipment or software as necessary	ICT Technician/ SLT/SENCO	Ongoing	ICT provides an additional resource to support pupils' learning.	Review needs annually in relation to needs of resource to help pupils access the curriculum.	
Ensure lesson plans adopt a practical approach and take account of the specific disability of pupils in each class.	SENCO informs teaching staff in handover meetings of specific needs. Update lesson plans with appropriate to amendments / adjustments to enable all to access the resources	SENCO	Ongoing during each academic year	Plans make clear the provision / adjustments that have been made to assist pupils with a disability.	Specific planning for pupils with requirements on the Drive	
Ensure resources available for use with specific pupils who would benefit from using ICT to produce written work	Chrome books made available for pupils to use in class whenever they are needed to assist with a task to access the curriculum.	SENCO	Summer 2022 - New Chrome books purchased for SEN dept?	Need to review use and ensure creating a positive benefit	Staff and pupils know which technology they can use and know where to find it	Chrome book used for pupil with EHCP to enable better access to

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						the curriculum 2020
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APPENDIX 1

Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments. School will work with the appropriate external agencies to ensure provision of additional services, known as auxiliary aids and services.

Auxiliary aids and services.

We are mindful of our duty to provide auxiliary aids and services: ‘where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled.’ In order to meet the needs of disabled pupils, the school requires full information and close liaison with the parents. The school will ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the school should be aware.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality. Full details of the plan may be requested from the Head Teacher..

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