



Anthony Gell School
Specialist Sports College

Anthony Gell School Accessibility Plan
3-year period covered by the plan
Agreed by Governing Body 30th January 2018

Revision	Date	Description of Changes	Signature
Reviewed			
Reviewed			
Reviewed			

Starting points2

 1A: The purpose and direction of the school’s plan: vision and values2

 Aims of the School2

 The General Duty2

 1B: Information from student data and school audit.....2

 Information gathering2

 Definition of the terms:3

 1C: Views of those consulted during the development of the plan.....4

2. The main priorities in the school’s plan4

 2A: Increasing the extent to which disabled students can participate in the school curriculum4

 The achievements of disabled students4

 2B: Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services5

3: Making it happen.....5

 3A: Management, coordination and implementation5

 3B: Where to find the Accessibility Plan5

Starting points

1A: The purpose and direction of the school's plan: vision and values

Aims of the School

- To ensure that each individual is given maximum help and encouragement in identifying and fulfilling his or her potential.
- To ensure that all students achieve appropriate qualifications at the highest possible level and that they leave school with a range of skills and knowledge appropriate to the demands of adult life in the twenty-first century.
- To ensure that students acquire the adaptability and flexibility needed to operate in a world of very rapid change.
- To help students develop the power to express their ideas and beliefs through a wide variety of media.
- To ensure that students develop a critical awareness of and tolerance for the beliefs, opinions and traditions of others, irrespective of race, creed or gender
- To develop the school as a resource for the whole community

The General Duty

Anthony Gell School aims to identify and remove barriers to all members of the community with disabilities. We will do this by complying with The Equality Act 2010

- promote equality of opportunity between people with disabilities and other people;
- eliminate discrimination that is unlawful under the The Equality Act 2010 ;
- eliminate harassment of people with regard to their disability
- eliminate harassment to those associated with people with disabilities
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs through making reasonable adjustments within our means.

This Accessibility Plan has been written in response to plans arising from our Single Equalities Policy.

1B: Information from student data and school audit

Information gathering

Anthony Gell School defines Disability in line with the current definitions in the Equality Act 2010.

In the Act, a person has a disability if:

- they have a physical or mental impairment

- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: including those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

We have a clear system for tracking students' progress. This helps us provide appropriate intervention and support. We undertake a detailed analysis of outcome data for all students,

1C: Views of those consulted during the development of the plan

The Disability Equality Scheme is now part of a Single Equality Policy, approved by Governors, January 2018. The Accessibility Plan is an appendix to the Single Equalities Policy and is reviewed every three years.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled students can participate in the school curriculum

- We will ensure that each individual is given support and encouragement in identifying and fulfilling his or her potential; working with parents prior to the students joining our school and throughout their school life will help us develop the most appropriate programme of support.
- We will aim for all students to achieve appropriate qualifications to the highest possible level in line with their potential and that they leave this school with a range of skills, knowledge and attitude appropriate to the demands of an adult life in the twenty first century.
- We regularly review our curriculum. A high priority, as outlined in the School Development Plan and mission statement, is the exploration of delivery of lessons where attention is paid to adopting a variety of teaching and learning styles. All lessons should be differentiated.
- Training is delivered through the expertise of our own staff, our multi-agency partners, visiting speakers or external course providers. Training is delivered to the whole staff or individual staff as appropriate.
- We use a range of approaches to deliver the curriculum which includes deployment of learning mentors and teaching assistants. We use a system of provision mapping which allows each student to have the most appropriate support which includes : one-to one, small group work, withdrawal from class, in-class support and lunchtime supervision.
- We give opportunity for students to follow a personalised timetable which may include extended work experience, off-site provision and a wide range of courses to suit their individual needs.

The achievements of disabled students

We record and celebrate the achievement of our students with disabilities using the same success criteria we use for all our students. This includes :

- exam outcomes;
- accredited learning;
- end of key stage outcomes;
- progress measures ;

We believe that our current practice ensures that our students with disabilities experience full inclusion. We take into account their individual needs and differences, and make any reasonable adjustments as required.

We encourage students with disabilities to participate in a range of extra-curricular activities suitable to their interests.

2B: Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

We are constantly looking at ways to improve our physical environment to make the school a better learning environment for all. Specific changes to the physical environment include ramps and lifts which allow wheelchair access to all areas and accessible toilets.

2C: Improving communication to all students, taking into account the needs of those with disabilities :

Staff are expected to consider the range of abilities in their classes and prepare their lessons to make sure that all students can access their work.

Teaching resources at this school include: differentiated worksheets, large print and simplified language. We ensure that information is presented to groups in a way that is user friendly for disabled people. The school is regularly improving its resources which includes the use of IT, photography, audio and video aides.

Emergency signs and evacuation notices are in both written and pictorial forms.

3: Making it happen

3A: Management, coordination and implementation

The school has a Single Equalities Policy which was approved by Governors in January 2018. The Accessibility Plan has been reviewed in the light of action plans arising from it. Staff and students have been consulted about their individual needs.

3B: Where to find the Accessibility Plan

In recognition of the Freedom of Information Act, the school's Accessibility Plan and information on its implementation will be made readily available in suitable formats on request. In general, Ariel font 12 will be used. Larger font is available.

Requests can be made to change the format, layout, design or media of delivery in order that the plan is accessible to all.

Targets January 2018 – December 2020

Improving access to the curriculum.

Key Stage 4 curriculum

We continue to improve access to public examinations by ensuring that all students have some form of valued, recognised accreditation.

All students are guided through a wide range of option choices. For some students an alternative programme is tailored to ensure that their individual needs are met.

Improving Literacy Across the Curriculum

We believe that improving literacy standards is fundamental to raising student self-esteem, confidence and achievement. We are committed to ensuring that all students use the opportunities available in order to achieve beyond expectations.

Improving the Physical Environment

We are aware that the entry doors into the main building are heavy and should ideally be more accessible.

Target: When replacing the entry doors into the main building to pursue support from the LA to make at least one entrance accessible for all.

To reassess the main pathways in order to provide a safe and accessible route around the school buildings

Target: To prioritise areas of improvement and maintenance to ensure that pathways are kept in a well-maintained state

Improve the school environment by making routes and destinations around school clear.

Target: To provide clear signs around school.