



The Gateway Primary Academy

Accessibility plan

September 2025

Written by: Mr J Cassem

Next review due by: September 2028

Introduction:

Schools are required, under the Equality Act 2010, to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Aims:

The Gateway Primary Academy is an inclusive school, where we focus on the well-being and progress of every child and where all members of our school community are treated fairly and with respect. *This involves providing access and opportunities for all of our pupils without discrimination of any kind.*

At The Gateway Primary Academy, we provide a broad and balanced education that celebrates our children's individuality and prepares them for a full, successful and happy life. Through our safe, positive and nurturing learning environment our children become confident, enthusiastic learners and achieve their full potential.

Our school aims are:

- To ensure **all pupils** can achieve their full potential through a love of learning
- To promote a community ethos which supports **self-worth, value** and **respect** for others
- To nurture an attitude of **self-belief** and **confidence** as **individuals**
- To develop an understanding that positive risk taking and self-evaluation is an essential stepping-stone in successful learning
- To provide a welcoming environment that is safe, secure, happy and stimulating to ensure **all pupils** feel welcome in our school
- To work together to **meet the needs of each individual** through **inclusive practices**
- To maximise learning opportunities through partnership with parents and the wider community
- To extend awareness of **individual's rights** and responsibilities as members of a multicultural society and global community

These aims feed directly into this plan and will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents and governors.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Continue to ensure access to the curriculum for all pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>Where needed, we use a personalised approach to planning the curriculum and meeting the needs of pupils who require support to access</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Curriculum targets are set effectively and are appropriate for pupils with additional needs and disabilities.</i>	Ensure adaptations to the curriculum are clearly recorded and reviewed Ensure children are made fully aware of disabilities in society through the use of assemblies, visitors and through the books that are read to children across the school. (diversity)	Ensure adapted and personalised curriculum plans are clearly indicated in SEN provision plans and reviewed at least 3 times a year Continue to ensure curriculum resources include examples of people with disabilities Include stories of disabled people in	SENCo and class teachers Headteacher/Deputy Head/Senco	July 2023	- Personalised plans will reflect the differentiated approach children receive at the Gateway - Pupils with SEND make good progress at the Gateway and enjoy learning across the curriculum including accessing a range of clubs (increasing to 65% of children accessing at least one club across the year)

	<i>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</i> <i>Curriculum resources include examples of people with disabilities</i>		assemblies and overcoming barriers. Include examples of famous people.			• Children recognise stories where people have overcome barriers and are inspired by them in their learning.
Improve and maintain access to the physical environment	<i>Our school building is on one level and meets the needs of disabled pupils and visitors. All classrooms have external access for wheelchairs. Ramps are in situ where needed.</i> <i>A disabled toilet is available for pupils and visitors</i> <i>Corridors are wide and suitable for wheelchairs</i>	Continue to monitor access	Accessibility to be included in property governor visit	Property governor and Headteacher	Ongoing	Each area of the school is accessible by all adults and children. Accessibility problems are identified by the property governor and included in the property plan.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations (communication through print symbols)</i>	Continue to ensure all pupils have access to alternative forms of communication where needed. Ensure that each classroom is consistent in the way they present	Review staff training TA training for new TAs Provide staff with training in alternative methods of communication as needed e.g. communication in	SENCo to work alongside teachers/TAs to ensure available in all classrooms Monitor throughout the year	Ongoing	All classrooms have visual resources available for pupils e.g. communication in print, visual timetable etc. Learning walk completed with a

		information visually to children to enable them to access school life with the appropriate level of independence	print, visual timetable, Makaton, signlanguage			focus on inclusive classrooms
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and shared with the governors

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information
- Inclusion policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEND policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey. Building adapted from an SEN school	None		
Corridor access	Wide corridors. Good access	None		
Lifts	N/A	N/A		
Parking bays	One disabled parking bay Alternative parking area adjacent to school office	None		
Entrances	Main entrance to school accessible for wheelchair users. Pathway from driveway to playgrounds suitably ramped	None		
Ramps	Pathway to driveway to playgrounds suitably ramped	None		

	All external doors can be accessed by wheelchairs			
Toilets	Disabled toilet available by the studio	None		
Reception area	Reception very accessible for wheelchair users through double doors Sign in system at wheelchair height and adjustable	None		
Internal signage	All visible for wheelchair users	None		
Emergency escape routes	Clearly signed Front door exit button at wheelchair user height	None		