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Gosforth Junior High Academy

Accessibility Plan – September 2024

Introduction

Gosforth Junior High Academy is committed to providing premises which are suitable and sufficient for all education purposes and give access to a broad and balanced curriculum for all children and young people, irrespective of special education need or disability.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2020) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

They have 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.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definitions also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Contextual Information

Gosforth Junior High Academy is actively improving accessibility for children, young people and visitors as, and when, building schemes are considered and completed, and the majority of our classrooms are accessible by disabled or wheelchair users. Gosforth Junior High Academy's external areas, which form specialist sports areas, roadways, footpaths and car parks are all accessible to those with disabilities, and there are disabled car parking bays. School entrances have ramp access and there are accessible toilets located around the premises. Suitable equipment has been installed to allow disabled students to access school.

Gosforth Junior High Academy has a Visual Impairment Additional Resource Provision (VI ARP) which is well-equipped to provide support, provide specialist equipment and adapt resources for visually impaired children and young people. We provide all children and young people with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals.

All students follow our PRAISE code, but reasonable adjustments are made to support SEN students to access this where needs arise. We actively encourage SEN students to attend clubs and additional activities. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young children.

Gosforth Junior High Academy recognises its duty under the Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an academy or other education provider to treat a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

Gosforth Junior High Academy Local Advisory Group have the duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Gosforth Junior High Academy for the purpose for increasing the extent to which disabled children and young people are able to use education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective students.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities. Targets are personalised and assessments are adapted where appropriate. Written material, usually provided for all pupils, is to be presented in an appropriate form (including pictorial, oral and braille formats). Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum. Where necessary, adapted and bespoke curriculums are generated to meet the needs of individual students.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of the LA services, such as specialist teacher advisers, SEN advisers, and appropriate health professionals from the NHS Trusts.

Management

Accessibility action planning forms part of Gosforth Junior High Academy's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in target areas. Accessibility action planning aims:

- To review Gosforth Junior High Academy's policies, procedures and facilities when they are likely to affect current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review Gosforth Junior High's Accessibility Action Plan.
- To continue to review Gosforth Junior High Academy's SEND Policy.

Monitoring

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- Classroom Provision
- Schemes of Work and Curriculum planning

Teaching and Learning Support

As set out in the SEND Policy, Gosforth Junior High Academy has learning Support (SEN) teams who are equipped to manage and support a range of difficulties experienced by children and young people. These children and young people can, with support and strategies, access our curriculum.

Gosforth Junior High Academy has procedures for addressing accessibility in advance of a child or young person's arrival or, in the case of emergence of a disability during a child or young person's time at Gosforth Junior High Academy, as soon as is reasonably possible, by considering and making available:

- Appropriately modified resources and materials
- Appropriately adapted teaching approaches
- The use of ICT aids where appropriate
- Personalised provision and support.

Other related Gosforth Junior High Academy Policies

Equality for disabled children and young people is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Disability Equality Scheme
- Teaching and Learning Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Children Protection Policies
- Gosforth Junior High Academy Improvement Plan
- Policy of Gosforth Junior High Academy visits and excursions
- SEND Policy
- SEN Information

Actions for 2024-25

- **Provide a drop-in service to provide additional SEMH support.**
- **Enhance breaktime provision for a wider range of SEND needs.**
- **A wider range of interventions to support a wider range of SEN needs.**
- **Use a range of feedback to review SEN provision including student voice and data.**
- **SEN reviews conducted by a wider range of staff who have a great knowledge of their SEN students including class teachers and SEND champions.**
- **Enhance the use of the Student Support Base to promote an inclusive culture in the department, and develop and utilise space/resources.**
- **Improve interventions and opportunities for EAL learners.**
- **Improve and refine support plans to provide meaningful and consistent target setting.**
- **Liaise with NUFC and other external providers to support students in school.**
- **To develop pre and post teaching opportunities, including specific interventions and progress groups, to improve outcomes for SEN students.**
- **To provide opportunities for SEN students to learn outside the school through additional visits and projects.**
- **To provide enhanced support for EBSNA students, with clear action plans and regular reviews to support our learners to return to school.**
- **Improve opportunities for liaising with feeder schools.**
- **Wider range of CPD programmed for teaching and support staff.**

Date approved: 12th September 2024

Signed



Date to be reviewed: 12th September 2025