

GORDON'S SCHOOL

ACCESSIBILITY PLAN

The core principle that guides everything we do is **Putting Students First**.

1. Aims

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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Gordon's School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. 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. THE ACCESSIBILITY PLAN

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

3.1 To increase the extent to which disabled students can participate in the School's curriculum

Gordon's School is committed to increasing the extent to which all students—regardless of special educational needs, disability, language background, or other individual challenges—can access and

engage with the curriculum. Students with SEND and those requiring additional support are given tailored access to the curriculum through the school's inclusive provision and person-centred planning, with due regard to their individual needs and the views of their parents/carers

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

The SEND policy outlines the provision the school already has in place to support students with special educational needs and disabilities. This includes:

- i. Identification of SEND at an early stage through liaison with primary schools, requesting information and any specialist reports from parents
- ii. Keeping staff fully informed of the special educational needs/disabilities of any student through the SEND and Student Monitoring Register,
- iii. Regular communication with students and parents/carers where additional needs have been identified
- iv. The Learning Support team advises class teachers on meeting a range of needs and provides regular CPD opportunities
- v. Regularly adapt practice to ensure High Quality Teaching and Learning remains at the forefront of what we do.
- vi. Research informed targeted and specialist interventions are provided by suitably qualified staff members
- vii. Specialist advice from other professionals e.g. speech and language therapist, school nurses, occupational therapist, hearing impaired service, movement & handling, physiotherapy etc on how to adapt the curriculum and teaching strategies for individuals
- viii. Access arrangements for internal and external exams
- ix. Target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups
- x. A structured and dedicated Year 6 to Year 7 transition programme for all students who have been identified upon admissions.
- xi. Attendance at multi-agency strategy meetings

Inclusion is not limited to students with diagnosed SEND. The school also recognises the needs of students who are neurodivergent, those with social, emotional or mental health needs, students with English as an Additional Language (EAL), and students in receipt of Pupil Premium. Staff are supported in differentiating content and pedagogy to ensure that all learners thrive and make progress. This includes adaptations to pace, delivery style, assessment, and classroom routines.

3.2 To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school

The school environment already incorporates several features to ensure accessibility to students with disabilities. These include:

- i. A lift in Sudan giving access to all science laboratories
- ii. A stair lift in Medway giving access to the Music department on the first floor
- iii. Disabled toilets have been installed in Khartoum (boys Day House), Kensington and China (girls Day Houses) and an ambulant toilet and shower in Victoria (girls Day House)
- iv. Evacuation chairs have been installed
- v. An automatic door button has been installed in Taunton and the Dining Room giving disabled access to Learning Support and the Dining Room
- vi. A new lift giving access to Nile (Maths block) has been installed
- vii. A new lift giving access to Khartoum was installed in Summer 2021
- viii. Customised furniture and / or equipment is available
- ix. Day light bulbs are replaced like for like and are used to assist some students with SEND
- x. Paint contrasts and nosings etc are part of ongoing maintenance

In addition, teachers are given advice, through their ongoing CPD, on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual handouts etc so that individual students' needs are met. Similar attention is also given to how students' needs can be met on school trips.

Other planned modifications to the school environment to meet the needs of disabled students and visitors to the school are as follows:

- i. Seeking funding for external lift for Peking or Medway to give students access to first floor.
- ii. To work with Surrey Movement & Handling Team to come and assess and loan equipment.
- iii. Lobbying Surrey to create a safe road crossing for our physically disabled students and staff so that they can access the Sports Hub.
- iv. Review access to the Reception area including an automatic door button.
- v. Lift for Kensington House planned for Summer 2027

Due to the nature of the site there are some buildings where only temporary ramps can be used as it is not physically possible to build permanent ramps. There are also a number of buildings where some disabled students are unable to access the first floor due to staircases that cannot be adapted to take a stair lift or where internal lifts cannot be installed. These areas remain under review on a three yearly basis.

3.3 To improve the delivery to disabled students of information which is readily accessible to students who are not disabled

We aim to ensure that all students—not just those with diagnosed SEND—can access information in ways that suit their individual learning profiles. This includes students with EAL, those who are neurodivergent, and students experiencing temporary or situational barriers to learning. In addition, the school makes the following available as appropriate:

- i. Laptops/tablets and other digital technologies, such as immersive readers and dictation software are available to use at appropriate times.
- ii. Teachers and Learning Support Assistants provide adapted teaching resources, such as coloured overlays, printed handouts, lesson content prior to a lesson, and vocabulary glossaries. This list is not exhaustive and where specific student needs are known adaptive strategies are implemented.
- iii. External professionals such as Specialist Teachers, Occupational Therapists and Physiotherapists undertake observations throughout the School year to ensure disabled students can access the curriculum. Areas for development and improved practice are discussed and implemented.
- iv. Exam Access Arrangements for those students who require a provision, as directed under JCQ Regulations.

4. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled students
- The Governing Body is responsible for the approval of this plan
- The Head Teacher is responsible for ensuring the resourcing, implementation and updating of this plan
- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs

5. REVIEW

The Accessibility Plan is reviewed every three years by the Governing Body. The views of disabled students and their parents will feed into the review.

6. RELATED POLICIES

- Equality policy
- SEND policy
- Behaviour policy
- Health & Safety policy
- Supporting students with medical conditions policy

J Boorman
HR Director

Updated: April 2025