



GANF Context and Mission Statement

GANF consists of two schools, Ambergate Sports College and Sandon School.

Our Mission Statement is: Every Second to be “Valuable, Inspiring and Personalised” (VIP)

Ambergate Sports College caters for pupils aged 4-16 with moderate learning difficulties. Sandon School caters for pupils aged 3-19 with severe learning difficulties and profound, multiple learning difficulties.

Accessibility Plan Objectives

The Accessibility Plan is drawn up in compliance with the current legislation and requirements as specified in Schedule 10 of the equality Act 2010. Local School Board Members are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a prescribed period. Under the DfE Statutory Policies for Schools guidance, the Local Schools Board (LSB) has delegated authority to the Executive Headteacher and Senior Leadership Team to review the plan every 3 years or as required. All reviews will be reported to the LSB for adoption.

This plan outlines how GANF aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information/communication).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This main aims of this plan are:

- To Increase the extent to which pupils with special educational needs or difficulties can participate in the school curriculum.
- To improve the physical environment of the school to ensure that pupils with any kind of disability or learning difficulty can participate in all school activities.
- To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties.
- To ensure that the school listens to the views expressed by the pupil or parents about their preferred means of communication.

This plan is developed in conjunction with the School and Trust policies on Equality, diversity and Special Educational Needs. Actions identified from it will feed into the School Development Plan.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.



At GANF we recognise that our pupils may experience challenges in accessing education. However, in light of this we are committed to tailoring our provision to meet the needs of all pupils.

In order to achieve this, we have the following objectives:

- Provide staff appropriate training in line with pupil requirements
- Offering bespoke timetables for all pupils based on their individual requirements
- Wheelchair access and disabled parking
- Share and review pupil support plans and pupil risk assessments in staff briefings to ensure we meet individual requirements
- Consult with professionals from other agencies
- Work collaboratively with parents and carers.

Curriculum

GANF offers a broad and balanced curriculum with an ethos that promotes pupils spiritual, moral, social and cultural (SMSC) development. The curriculum across GANF is tailored to meet the needs of all pupils. This is achieved by the implementation of the following objectives:

- The deployment of support staff to ensure needs are being fulfilled, including the use of interventions
- The use of differentiation and quality-first teaching to promote progress in all areas of the curriculum
- To provide specialist and bespoke therapies, available for all pupils
- Mainstream inclusion
- The use of tailored outdoor education facilities for pupils to access extra-curricular activities

These objectives enable staff to use updated and current pedagogical approaches to educate and prepare pupils for the wider community and its changes.

Improving the Physical Environment

The physical environment will be assessed including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.

Required improvements to physical access will be identified in line with current and possible future need and within the constraints of the school funds. Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and wayfinding systems.



Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats, specialist seating.

The Educational Visit Coordinator (EVC) ensures that trips are inclusive for all pupils.

Improving the Delivery of Information to Disabled Pupils

Written information provided by the schools to its pupils must be accessible to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable timeframe. The information might include handouts, timetables, and information about school events. The school might consider providing the information in alternative formats (such as large print, audio tape, Braille, a recognised symbol system, using pictures) by using ICT, or by providing the information orally, through lip speaking or in sign language.

Access to Communication

Communication systems vary across the school, with each learner using a communication method that suits them, ranging from touch cues, to objects of reference Picture Exchange Communication Systems (PECS), eye-gaze, communication books, to Makaton signing and speech. Staff work collaboratively with Speech and Language Therapy team who maintain a regular training programme and also support school systems.



Monitoring and Evaluation

The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the Local School Board.

Evaluation will be based on the following indicators;

- Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school;
- Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in leisure, sporting and cultural activities and on school trips);
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs;
- Audits carried out on the main curriculum areas;
- Progressive planned improvements to the physical environment of the school;
- Information being available to pupils in a range of formats.

The Local Schools Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- The Local Schools Board
- External partners.

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.



The Accessibility Audit

The Local Schools board will undertake regular Accessibility Audits.

The audit will cover the following three areas:

Access to the curriculum – the Local Schools Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the local Schools Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the Local Schools Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Schools Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term. actions to address specific gaps and improve access

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents



Accessibility Audit

Section 1: How does the school deliver the curriculum?

Question	YES/NO	Evidence	Action(s) (if required)
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?			
Are classrooms optimally organised for disabled pupils?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to pupil diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all pupils encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			
Do you provide access to computer technology appropriate for students with disabilities?			
Are school visits made accessible to all pupils irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			



Section 2: Is the school designed to meet the needs of all pupils?

Question	YES/NO	Evidence	Action(s) (if required)
Does the size and layout of areas - including all classroom, sporting, play, social facilities, the assembly hall, dining area, shared areas, toilets, library and outdoor sporting facilities, playgrounds and shared areas allow access for all pupils?			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			



Are classrooms organised to best meet the needs of pupils with a disability/statement of special needs?			
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Section 3: Does the school deliver materials in other formats?

Question	YES/NO	Evidence	Action(s) (if required)
Do you provide information in simple language, symbols, large print, for pupils and prospective pupils who may have difficulty with standard forms of printed information?			
Do you provide information in simple language, symbols, large print, for parents/carers and prospective parents/carers who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			