

# Frederick Gough School

## Accessibility Plan



### **School Aims**

Frederick Gough aims to be a fully inclusive school and this is reflected in the school aims outlined below:

1. Are able to achieve their full potential with the greatest access to a wide range of destinations by following a genuinely personalised curriculum facilitated by quality first teaching and learning.
2. Have the knowledge, skills and qualities to play a full and active role in shaping and participating in future society, from a local to a global level.
3. Use ICT to have flexible access to appropriate learning and teaching resources which facilitate their development.
4. Are able to contribute to the development and direction of the school through pupil voice
5. Are members of a fully inclusive and happy school community
6. Attend a school that is the centre of the community for learning, development, support and recreation.

Our accessibility plan complements these aims and is in conjunction with the following policies, strategies and documents:

- Curriculum intent and plan
- Equality Policy
- Staff development
- Health and Safety
- SEN policy
- Behaviour Policy
- School Improvement Planning
- Continuous Professional Development activities
- Admissions policy

This policy and plan is drawn up in accordance with the Equality Act (2010) and the SEN and Disability Act (2010).

Accessibility is addressed under the following headings:

### **Curriculum Access**

We already offer a broad and balanced curriculum with a diverse range of additional, differentiated, opportunities so as to maximise student access and to encourage wider participation. We are fully committed to ensuring that no child is denied access to any curricular or extra-curricular activity and will continue to review provision and seek input from

pupils, parents/carers and relevant specialists from education and health on a regular basis.

### **Access to Buildings and Classrooms**

We have full disabled access to all of our facilities (although some access requires moving through classrooms). We have ensured that there are sufficient washroom facilities within teaching areas specifically designed for disabled users. As a large school we have colour-coded our school for accessibility purposes and our signage reflects this. All students with medical needs affecting access have medical needs plans. The school will continue to take into account the needs of its pupils, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### **Information for Students and Parents**

Parents are regularly involved in reviewing provision for their child and pupils are also consulted. Large print materials can be made available on request.

If pupils or parents have difficulty accessing information normally provided in writing, then we are happy to consider alternative forms of provision.

### **Curriculum Access**

Objective (What are we improving/developing?)	Outcome based Success Criteria (How will we know we have been successful in achieving the objective?)	Resources required (Time, CPD, equipment, support)	Lead Person	Timescale (When will We do what we're going to do?)	Evaluated by? (Who will assess whether the activity has been successful?)
Increasing LSA numbers to improve engagement in lessons.	Reduction in sanctions, higher grades in reports	Additional LSA numbers	JR	Sept 2024 - fully staffed complement of LSAs. Allocation regularly reviewed.	SLT QA process
Review curriculum access for small numbers of EHCP pupils	SEND LA reports and destinations data shows quality progression for all EHCP pupils	EHCP mtg time Bespoke programmes/ courses as required in EHCP reviews	JR/RE	ongoing	BL SEN governor LA SEND team

Mixed ability teaching within two streamed bands that are only visible to timetabler.	Reduction in name calling/stigma. Ability to move student groupings within a wider ability stream. Enhanced learning - teaching to the top	Curric planning time. Lesson obs time	KB	Completed by Sept 2025 for year 7 in the first instance. Further work ongoing.	Governing Body – scrutiny panel. SLT QA process Parent and pupil surveys
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Ensure access to our online curriculum.	All pupils have access to our VLE and google classroom	PREP club at dinnertime and after school.  PEAs monitor PP student access.  Chromebooks, tablets and dongles.	MD	Ongoing.	SLT Parental surveys.
Ensure all students feel able & confident to access and participate in the curriculum	Students regardless of gender or race are happy and confident in school.	INSET - staff training on WBT - racist and sexist behaviours.	PAW/ JR	WBT sexism - termly review.  WBT - racism implemented 2024/25. Review sept 25.	SLT Governors Headteachers report.
Embed the developed extra curricular access.	More pupils access extracurricular activities during dinner and after school.	PEA focus on extra-curricular participation. LSA and teacher time (LSA budget).	LD	Reviewed termly for impact	LD - annual survey

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Review access to lifts by students.	Students requiring lifts not waiting excessively to get to lessons. Alternative plans produced if necessary.	Time	JC	Completed by Sept 2025 and reviewed termly.	SLT

## Information for Students and Parents

Objective (What are we improving/developing?)	Outcome based Success Criteria (How will we know we have been successful in achieving the objective?)	Resources required (Time, CPD, equipment, support)	Lead Person	Timescale (When will we do what we're going to do?)	Evaluated by? (Who will assess whether the activity has been successful?)
Ensure website is compliant with statutory regulations	Programme of annual website audit developed and undertaken.	Admin time	JC	Annual	BL
Improve awareness of alternative formats for sharing information.	Materials, messages and information sent out to parents will make more aware the options that parents have. FROG, PLCs will be marketed constantly. More videos used as communication methods to explain school	Admin Time	JC	Ongoing	BL

	e.g. PLCs, reports etc..				
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Reviewed November 2024