



Equal Opportunities Policy

The **Special Educational Needs & Disability Act 2001** requires that schools must:

- Not treat disabled pupils less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education

A person with a disability is defined in the **Disability Discrimination Act 1995** as a person with *“physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities”*.

Gateways School has developed a comprehensive range of policies to give equal accessibility to any pupils with Special Educational Needs (SEN) and/or a physical disability. This SENDA Plan should be read in conjunction with the following documents:

- Admissions Policy/Admissions Procedures
- Policy for Educational Inclusion
- Learning Support Policy
- Disability Discrimination Policy
- Accessibility Plan
- Health Procedures (includes separate statements for asthma, diabetes and epilepsy)
- Equal Opportunities Policy
- Equal Opportunities Monitoring Form

It is devised to give equal opportunity and access to all pupils in line with Gateways' ethos and in line with the Equality Act 2010.

Admissions – Appendix 1

Gateways School is a small community where every member is considered and respected. Whilst the school is not academically selective, all prospective pupils are subjected to a form of age appropriate assessment in order to ensure that every child admitted can benefit from the learning environment offered.

The pre-admission assessment will include provision for the disclosure of disability and special needs.

The school accepts pupils with a range of disabilities. A summary of current pupils and their respective disabilities is included at **Appendix 6**.

Staff Appointments - (Appendix 2a/2b)

Gateways School is committed to equal opportunity of employment.

The school's Equal Opportunities Policy and Equal Opportunities Monitoring Form aim to ensure that there is equality of opportunity regardless of gender, ethnicity, colour, **disability**, culture, religion, age or sexual orientation.

Induction processes for staff include reference to all pupils requiring learning support.

All members of staff receive copies of the schools policies relating to SENDA issues and listed above.

All staff are encouraged to participate in training on SENDA issues.

Educational Inclusion – Appendix 3

Gateways School is an inclusive school. The Headmistress, the Leadership Team and all staff will ensure that the individual needs of all pupils, including those with special educational needs and/or physical disabilities are met in full.

Reasonable adjustments will be made, wherever possible, to ensure equal treatment in respect of the following:

- Curriculum
- Teaching & Learning
- Timetabling
- Examination & Assessments
- School Discipline
- Interaction with fellow pupils

Learning Support – Appendix 4a

Reviewed Spring 2019
Next Review Spring 2020

Gateways School welcomes pupils with wide ranging academic abilities. The school strives to provide a full and balanced curriculum for all its pupils in a professional and caring environment. Learning support is a valuable resource in meeting this provision. A pupil is considered to require learning support if they have significantly greater difficulty in learning than the majority of pupils in their year group or they have a disability which either prevents or hinders them from making use of the educational facilities of a kind usually provided for pupils of their age.

Access to Extra-Curricular Activities – Appendix 4b

Gateways School will continue, wherever possible, to provide equal access to all school activities for students with disabilities. Consideration will be given to the constraints of the physical nature of the site, the financial resources available to the school and health & safety implications.

Gateways School is committed to making reasonable adjustments to allow the best possible experience for all of its pupils to enjoy sporting and recreational activities. This commitment extends to include school trips and visits.

Accessibility Plan – Appendix 5

Gateways School is committed to making reasonable adjustments so as not to disadvantage any current or prospective pupil as a result of a physical disability.

The School's buildings are spread over a large area, and some are old with more than one storey and without lifts. Like many schools, subject areas with designated classrooms require pupils to move around the site, necessitating the use of steps or stairs in order to access classrooms. The school recognises that pupils with impaired mobility will be disadvantaged by these problems.

Whilst a small number of buildings require substantial improvements that cannot be achieved by reasonable adjustment due to a lack of financial resources in the short term, the School will continually monitor and improve access to buildings and other facilities via its Accessibility Plan.

Classrooms are organised with non-fixed furniture to facilitate reorganisation as required in normal teaching rooms.

Newer buildings, including Schofield and the Library have Lift access.

The Accessibility Plan is reviewed and updated regularly.

Appendix 6

Initials and year group only to protect identity, a professional discussion with Fidelma Feeney who may disclose information on individuals if necessary and appropriate.

Education, Health & Care plan (EHC plan)

None currently on the role

General report

Broad Areas of Need

(1) Communication and interaction = 3

(2) Cognition and learning = 61 specialist assessed
6 no specialist assessment

(3) Social, emotional and mental health = 6

(4) Sensory and/or physical needs = 3

NB....Some students fall into more than one category including 2 with 'Medical other'

Overall SEN Support = 79

SEN Support = 56

SEN Support – Monitor = 23

EAL = 16 + 6 lesser need

Specialist Staff

Gateways School is committed to providing all pupils with appropriate, qualified teaching and support staff.

In addition to its professional teaching staff, Gateways school employs:

- Head of Learning Support, SENCO (Fidelma Feeney)
- School Nurse (Diane White)
- 5 LSA's (1FT, 1 FT EAL, 3PT)

Support Workers

The School also permits SENDA pupils to be accompanied by a full-time support worker as required.

Reviewed Spring 2019

Next Review Spring 2020

Sharing of Information

Fidelma Feeney updates staff weekly – Prep on Wednesdays and High School on Fridays.

Accessibility of Written Information

The School Library contains information in a variety of formats and provision is made on an individual basis according to need.

Information is presented to groups in user friendly ways in order to ensure that all pupils benefit, including:

- Reading aloud
- Smartboard presentations
- Describing diagrams

Lap Top computers are provided for use by pupils with disabilities.

This policy will be reviewed annually by the Operations Manager in conjunction with the Leadership Team and Board of Governors.

SENDA RESPONSIBLE OFFICERS 2019 – 2020 ACADEMIC YEAR

HEADMISTRESS	Dr TRACY JOHNSON
DEPUTY HEAD	KAREN TITMAN
HEAD OF LEARNING SUPPORT	FIDELMA FEENEY
SCHOOL NURSE	DIANE WHITE
OPERATIONS MANAGER	LEE HOLT