



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

Gateways School is a small community where every member is considered and respected. Whilst the school is not academically selective, all prospective pupils are

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subjected to a form of age-appropriate assessment 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 if we can meet their individual needs.

Staff Appointments

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, gender reassignment, 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 school's policies relating to SENDA issues and listed above.

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

Educational Inclusion

Gateways School is an inclusive school. The Head, 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.

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

Gateways School welcomes pupils with wide ranging academic abilities if we can meet their individual needs. 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 most pupils in their year group

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or 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.

Individuals who need additional support will be considered for an education health and care plan (EHCP). This will include pupils with needs relating to social emotional and educational needs.

Access to Extra-Curricular Activities

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 its pupils to enjoy sporting and recreational activities. This commitment extends to include school trips and visits.

Accessibility Plan

Gateways School is committed to making reasonable adjustments so as not to disadvantage any current or prospective pupil because 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 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.

Specialist Staff

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

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

- Senior School Head of Learning Support (Susan Wilson)
- Prep Head of Learning Support, SENCO (Sam Dobson Brear)
- School Nurse (Diane White)
- Learning Support Tutors
- Learning Support Assistants

Support Workers

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

Sharing of Information

The two Heads of Learning Support update staff on a weekly basis.

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 to ensure that all pupils benefit, including:

- Reading aloud
- Smartboard presentations
- Describing diagrams

Laptop computers are provided for use by pupils with disabilities.

SENDA RESPONSIBLE OFFICERS

HEAD

DR TRACY JOHNSON

DEPUTY HEAD

GEMMA CARVER

HEAD OF LEARNING SUPPORT: Senior School

SUSAN WILSON

HEAD OF LEARNING SUPPORT: Prep

SAM DOBSON BREAR

SCHOOL NURSE

DIANE WHITE

OPERATIONS MANAGER

PHILIP ROBINSON

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