

The GALLERY TRUST



A community of special schools

Accessibility Plan

Date of Policy	February 2023
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Approved by SedCom	March 2023
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Date of review	March 2024
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SLT Lead	COO
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Signed: Chief Executive Officer	
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Chair of Trustees	
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The Trust has three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of The Gallery Trust to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the schools' curriculum
- b) improving the environment of the Trust's schools to increase the extent to which disabled pupils can take advantage of education and associated services
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who do not have disabilities

It is a requirement that the schools' accessibility plans are resourced, implemented, reviewed and revised as necessary and reported on annually.

Below is an action plan showing how schools in the Trust will address the priorities identified in the plan.

The Trust's Context

The Gallery Trust is a Special Multi-Academy Trust, and operates schools catering for pupils with a range of Special Educational Needs and Disabilities.

All pupils have an Education Health and Care Plan.

The Trust is dedicated to

- Commitment to special education – striving to provide the best specialist learning experience for all students
- Opportunities for all to learn – ensuring that students and staff have access to learning pathways which enhance their lives
- Genuine respect and value – creating relationships which promote trust, confidence and respect within environments which are safe and secure

Accessibility Plan

Aim	Current Good Practice	Objectives	Actions	Responsibility	Deadline	Success Criteria
Improving the environment of the Trust schools to increase the extent to which disabled pupils can take advantage of education and associated services.	Currently all establishments have accessible facilities and are sufficiently flexible to enable the majority of physical needs to be met. Some minor limitations exist especially in relation to more specialist facilities.	Address the physical limitations of some sites to improve access to specialist facilities	Review and implement improvements to any shortcomings identified in audit	Head Teacher and School Site Staff	December 2023	No identified limitations caused by physical environment
Increasing the extent to which disabled pupils can participate in the Trust schools' curricula and wider opportunities	The schools operate on small class sizes and high staffing ratio. Typically, the group sizes are small (between 8 and 10) which allows for a high level of support. This means that the additional needs of pupils can be supported	Ensure curriculum offers the highest standard of education for all learners by reviewing the curriculum offer	Review the Curriculum offer to ensure it is inclusive and maximises the potential for all learners to achieve	Director of Schools/Head Teachers	June 2023	A curriculum in place which enables greater achievement by all
Improving the delivery to disabled pupils of information	The high ratio of staffing allows an individualised approach which includes the opportunity for families and young people to be addressed individually in a manner meeting their cognition and communications	Improve and expand the range of teaching pedagogies and strategies used to ensure that all needs can be better	Deliver induction and training to staff on effective communication and developing communication skills including understanding	Director of Schools/Head Teachers	June 2023	All pupils with additional communication needs to receive appropriate support

	needs	integrated into classrooms	levels of comprehension, Makaton and symbolic communication and the use of other specialist communication aids.			
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Co-ordination and Evaluation

The co-ordination, monitoring and review of this plan will lie with the Schools and Education Committee of the Board of Trustees.

The plan will be monitored through the committee's meetings and will be formally reviewed annually.

This plan must also be viewed alongside:

- Trust 3-year Development Plan
- Individual School Raising Achievement Plans
- Equality Policy
- Health and Safety Policy

Plan availability

This plan will be available directly from the Trust's website, and via links from the individual School websites. The Trust will provide braille and audio versions upon request. Other versions will be considered upon application.

Appendix 1: Access Audit - Bardwell School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None required – No accessibility implication	N/A	N/A
Corridor access	Wide and clear throughout school	None required – No accessibility implication	N/A	N/A
Lifts	None	None required – No accessibility implication	N/A	N/A
Parking bays	Sufficient number of bays and disabled bays available	None required – No accessibility implication	N/A	N/A
Entrances	Wide	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Disabled toilet available	None required – No accessibility implication	N/A	N/A
Reception area	Good access and lowered access window	None required – No accessibility implication	N/A	N/A
Internal signage	Good Signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A

Appendix 1: Access Audit - Mabel Prichard School (Primary)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None required – No accessibility implication	N/A	N/A
Corridor access	Wide and clear throughout school	None required – No accessibility implication	N/A	N/A
Lifts	Platform Hoist in place to allow access over stepped floor ground access	Serviced according to manufacturer's specification and inspected by insurance contractor.	Site Manager	Rolling
Parking bays	Sufficient number of bays and disabled bays available	None required – No accessibility implication	N/A	N/A
Entrances	Wide – automatic doors on the front of school	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Disabled toilet available and clear	None required – No accessibility implication	N/A	N/A
Reception area	Good access and lowered access window	None required – No accessibility implication	N/A	N/A
Internal signage	Good Signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A

Appendix 1: Access Audit – Mabel Prichard School (Secondary)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None required – No accessibility implication	N/A	N/A
Corridor access	Wide and clear throughout school	None required – No accessibility implication	N/A	N/A
Lifts	None	None required – No accessibility implication	N/A	N/A
Parking bays	Sufficient number of bays and disabled bays available	None required – No accessibility implication	N/A	N/A
Entrances	Wide	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Disabled toilet available and clear	None required – No accessibility implication	N/A	N/A
Reception area	Good access and lowered access window	None required – No accessibility implication	N/A	N/A
Internal signage	Good Signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A

Appendix 1: Access Audit Orion Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None required – No accessibility implication	N/A	N/A
Corridor access	Wide and clear throughout school, however, there is a two-step floor level difference for this school.	None required – No accessibility implication	N/A	N/A
Lifts	None	None required – No accessibility implication	N/A	N/A
Parking bays	Sufficient number of bays and disabled bays available	None required – No accessibility implication	N/A	N/A
Entrances	Wide	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Accessible WC available	None required – No accessibility implication	N/A	N/A
Reception area	Good access – access controlled	None required – No accessibility implication	N/A	N/A
Internal signage	Good Signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A

Appendix 1: Access Audit Northern House Academy

Northern House Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	House: Basement, Restricted Access. House: Ground Floor, First Floor, House: Observatory, Restricted Access Main Building: Two Storey KS1 & Hall: One Storey	House is not accessible to wheelchair users due to its period construction. Main Building and KS1/Hall are accessible	N/A	N/A
Corridor access	Wide and clear throughout school	None required – No accessibility implication	N/A	N/A
Lifts	Passenger Hoist / Lift in Main Teaching Building	Serviced according to manufacturer's specification and inspected by insurance contractor.	Site Manager	Rolling
Parking bays	Sufficient number of bays and disabled bays available	None required – No accessibility implication	N/A	N/A
Entrances	Wide – all doors access controlled	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Disabled toilet available and clear in the Main Building	None required – No accessibility implication	N/A	N/A
Reception area	Good access and lowered access window	None required – No accessibility implication	N/A	N/A
Internal signage	Good signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A

Appendix 1: Access Audit Springfield School (Primary)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None required – No accessibility implication	N/A	N/A
Corridor access	Wide and clear throughout school	None required – No accessibility implication	N/A	N/A
Lifts	None – local passenger hoists available	None required – No accessibility implication	N/A	N/A
Parking bays	Sufficient number of bays and disabled bays available	None required – No accessibility implication	N/A	N/A
Entrances	Wide – Automatic doors in reception	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Disabled toilet available and clear – hoists available	None required – No accessibility implication	N/A	N/A
Reception area	Good access and lowered access window	None required – No accessibility implication	N/A	N/A
Internal signage	Good Signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A

Appendix 1: Access Audit Springfield School (Secondary)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None required – No accessibility implication	N/A	N/A
Corridor access	Wide and clear throughout school	None required – No accessibility implication	N/A	N/A
Lifts	None	None required – No accessibility implication	N/A	N/A
Parking bays	Sufficient number of bays and disabled bays available	None required – No accessibility implication	N/A	N/A
Entrances	Wide – automatic doors on the front of school	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Disabled toilet available and clear	None required – No accessibility implication	N/A	N/A
Reception area	Good access and lowered access window	None required – No accessibility implication	N/A	N/A
Internal signage	Good Signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A

Appendix 1: Access Audit The Iffley Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three	None required – No accessibility implication	N/A	N/A
Corridor access	Wide and clear throughout school	None required – No accessibility implication	N/A	N/A
Lifts	Dedicated passenger lift, serviced and maintained according to manufacturer's specifications – inspected by insurers.	Ongoing management by Site Manager	Site Manager	Ongoing
Parking bays	Sufficient number of bays and disabled bays available with automatic gates	None required – No accessibility implication	N/A	N/A
Entrances	Wide – automatic doors on front of school	None required – No accessibility implication	N/A	N/A
Ramps	Available at all doors	None required – No accessibility implication	N/A	N/A
Toilets	Disabled toilet available and clear	None required – No accessibility implication	N/A	N/A
Reception area	Good access and lowered access window	None required – No accessibility implication	N/A	N/A
Internal signage	Good Signage – clear and well positioned	None required – No accessibility implication	N/A	N/A
Emergency escape routes	Clear exit routes are evident	None required – No accessibility implication	N/A	N/A