



Gillingham School Dorset

United Learning Accessibility Plan

Last review:	July 2026
Next review:	July 2027
Signed:	Subject to ratification
Approval Committee:	Governing Body

United Learning Accessibility Plan

The policy should be read in conjunction with the schools;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

1. Aims

Gillingham School is committed to providing an inclusive environment in which all students, staff, parents and visitors are treated with dignity and respect and can participate fully in school life.

The school aims to:

Increase the extent to which disabled pupils can participate in the curriculum.

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Improve the availability of accessible information to disabled pupils.

We are committed to identifying and removing barriers to participation and ensuring that reasonable adjustments are made where required. We recognise that accessibility is an ongoing process and will continue to develop inclusive practices across all aspects of school life

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

Gillingham School promotes a culture of inclusion through high-quality professional development, adaptive teaching practices and effective collaboration with students, families and external agencies. Staff receive regular training and guidance to ensure they are able to meet the needs of disabled students and those with special educational needs.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

The school recognises its duties under the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice 0-25 years. We are committed to ensuring equality of opportunity for all members of the school community and eliminating discrimination, harassment and victimisation. Accessibility considerations are reflected in school policies, procedures and strategic planning.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

Gillingham School is an inclusive 11-18 secondary school committed to ensuring that students with disabilities and additional needs can access all aspects of school life. Through effective partnership working with families, external agencies and local services, the school seeks to remove barriers to learning, participation and achievement wherever reasonably practicable.

4. School context

Gillingham School is an inclusive 11–18 secondary school within United Learning. The school currently has approximately 1700 students on roll, including 81 students with Education, Health and Care Plans and 91 students on the SEND Register.

The school is committed to delivering its SEND and Inclusion Strategy through high-quality teaching, effective adaptive practice, early identification of need and appropriate reasonable adjustments. Accessibility considerations are embedded within curriculum planning, site management and communication with students, families and visitors.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) Improving Education and related activities The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and

addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) Improving the provision of information The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan {State years the plan covers}

Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
All students with disabilities have access to a broad, balanced and ambitious curriculum	Continue adaptive practice CPD, quality assurance and curriculum review to ensure reasonable adjustments are embedded in practice	SLT Teaching and Learning (PA) / SLT SEND (MM) / SENDCo (KS)	Ongoing
Staff understand and implement student support plans consistently	Annual training and regular review of EHCPS, One-Page Profiles and healthcare plans; weekly SEND briefings	SENDCo (KS)	Ongoing
Students with SEND and disabilities successfully transition between key stages	Enhanced transition processes with feeder schools, parents and external agencies; SENDCo works closely with HOY at KS3/4 transition to ensure students are on appropriate pathways; SEND team work closely with 6 th form team in transition to KS5	SENDCo (KS) / HOY	Annually
Students can fully participate in extra-curricular activities and educational visits	Review risk assessments and reasonable adjustments for clubs, enrichment and visits	Staff overseeing trips / SENDCo (KS)	Ongoing
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
Continue to improve physical accessibility of the school site	Annual site accessibility audit and prioritised improvement programme	Site manager (JB)	Annual review
Ensure all areas remain safe and accessible for all users	Maintain even, well-maintained walking surfaces across the site. Ensure lifts, evacuation sleds and other accessibility equipment are serviced and inspected in accordance with statutory requirements. Maintain clear routes, signage and access points throughout the school. Address identified accessibility issues through annual site audits.	Site manager (JB)	Ongoing

Access routes across the school remain safe and accessible for all users throughout the academic year, including during examinations and events.	Review temporary site arrangements during examination periods to ensure accessible routes remain available. Communicate any route changes to students, staff and visitors in advance. Ensure walking surfaces are maintained and free from avoidable hazards. Monitor accessibility concerns raised by students, staff and visitors and address issues promptly.	Site Manager (JB) / Exams Officer (EA) / SENDCo (KS – KS3 / AH – KS4 / JG - KS5)	Ongoing
Ensure accessibility needs are considered during refurbishment projects	Include accessibility considerations within all capital projects and building works	Deputy Head (ML) / Site Manager (JB)	Ongoing
Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
Information is accessible to all students and families	Provide information in alternative formats on request, including large print, coloured paper and electronic formats	SENDCo (KS) / Admin team	Ongoing
Digital communications are accessible	Ensure website and electronic communications are monitored for accessibility compliance	SLT overseeing website/comms (MM)	Annual review
Staff understand how to adapt information for students with additional needs	Training and guidance on accessible resources and communication methods	SENDCo (KS)	Annually

4. Monitoring arrangements

This Accessibility Plan will be reviewed annually by the Headteacher, SENDCo, Deputy Headteacher (Inclusion) and Site Manager. Progress against the identified actions will be monitored throughout the year and reported to the Governing Body as part of the school's wider equality and inclusion responsibilities.

The plan will be updated more frequently if significant changes occur in the school population, site infrastructure or statutory requirements.