



Gateways Education & Wellbeing Ltd

Paving the Way to Success



Gateways
Alternative Provision
— Learning your way —



Gateways Tuition
— Confidence through learning —

Accessibility Policy and Accessibility Plan

Policy owner:	Director
Accessibility lead:	Director / nominated accessibility lead
Approved by:	Director / Leadership Team
Date approved:	21/04/2026
Review date:	21/04/2027
Applies to:	Learners, parents/carers, staff, contractors and visitors

1. Statement of intent

Gateways Education and Wellbeing Ltd is committed to ensuring that disabled children and young people, parents/carers, staff and visitors can access education and wellbeing provision as fully as possible. Gateways aims to remove barriers to participation, learning and inclusion, and to make reasonable adjustments so that disabled people are not placed at a substantial disadvantage.

This policy applies to Gateways' on-site provision, including the sensory room and associated entry arrangements, and to outreach delivery in schools, homes and community venues, recognising that accessibility needs and controls vary by location.

2. Purpose

This Accessibility Policy and Plan sets out how Gateways will:

- increase access to learning and participation for learners with a disability, medical condition or other access need;

- improve the physical environment, where Gateways controls or can influence it, to increase access for disabled learners, staff and visitors; and
- improve the delivery of information so that communication is accessible.

3. Legal and guidance framework

This policy reflects the Equality Act 2010, including the duty not to discriminate because of disability, the duty to make reasonable adjustments, and Schedule 10 accessibility planning principles relating to access to the curriculum, the physical environment and written information.

4. Our provision and environment

Gateways delivers a mix of on-site sessions in its main teaching spaces, including access to a dedicated sensory room, and outreach delivery in schools, alternative provisions, community venues and, where agreed, home-based settings.

Gateways recognises that accessibility is not only about physical access. It also includes communication access, sensory access, predictability, emotional safety and meaningful participation in routines and learning.

5. Current good practice

4.1 Early identification and information gathering

Gateways gathers information about disability, SEND and health needs during early communication with families and asks families to share any changes so that support plans and reasonable adjustments remain current.

4.2 Curriculum access and inclusive practice

Gateways plans flexibly for individual need and seeks to make all reasonable adjustments to support participation, including through adapted tasks, reduced demand approaches, predictable routines, regulation support, assistive approaches and professional advice where relevant.

4.3 Information and communication

Information will be provided in a range of formats as needed, including simplified language, visual supports, accessible digital formats, larger print, clear step-by-step information and alternative communication approaches.

6. Accessibility planning: three key areas

5.1 Increasing access to the curriculum and participation

- barriers will be identified early and reviewed regularly with family input and professional advice where relevant;
- sessions will be planned with flexibility, predictable structure and regulation support;
- reasonable adjustments may include visual timetables, now/next boards, chunked tasks, reduced language load, movement breaks, alternative methods of recording and quiet or low-stimulation options;
- learners will be supported to access wider opportunities and transitions with appropriate planning and risk assessment.

5.2 Improving and maintaining access to the physical environment

- Gateways will review entry and exit routes, room layout, seating, lighting, acoustics, signage and sensory room access;
- practical adjustments such as clear walkways, calm zones, flexible seating, reduced clutter and visual wayfinding will be implemented where possible;
- the sensory room is a planned support space, not a sanction, and its use will be supervised and risk-informed;
- security and mag-lock arrangements will be managed so that they support safeguarding without creating unnecessary barriers to access.

5.3 Improving the delivery of information

- policies, session information and key notices will be provided in accessible formats on request within a reasonable timeframe;
- Gateways will communicate in ways that work for the learner or family, including email, phone, meetings and supported or visual communication;
- learner voice will be supported through tools such as visual choices, emotion scales, structured prompts and alternative or augmentative communication strategies where relevant.

7. On-site and outreach delivery

6.1 On-site provision

Where Gateways controls the environment, it can directly implement environmental adjustments, sensory supports, routines, signage and supported arrival/departure procedures.

6.2 Outreach provision

When delivering in a school, home or community venue, Gateways will clarify access arrangements in advance, agree reasonable adjustments with the host or family, update relevant risk assessments and learner plans, and use portable supports where helpful.

8. Reasonable adjustments

Reasonable adjustments are considered on an individual basis, taking account of effectiveness, practicality, health and safety, the needs of the learner and others, available resources and the delivery context. Examples may include adjusted session length, additional breaks, sensory regulation opportunities, adapted communication, supported transitions and environmental adjustments.

9. Management, implementation and review

Gateways will work with parents/carers, partner settings, commissioners and relevant professionals to consider needs, agree adjustments and review impact. This policy will be reviewed annually. A fuller accessibility plan cycle will be reviewed at least every three years, or sooner if there is a significant change to premises, provision or cohort need.

10. Training and awareness

Gateways will provide training and induction appropriate to the role, which may include Equality Act duties, disability awareness, accessible communication, SEND, trauma-informed and neuro-affirming practice, sensory room safety and site access procedures.

11. Complaints and feedback

Gateways welcomes feedback about accessibility. If barriers have not been addressed appropriately, concerns may be raised through usual communication channels or via the complaints procedure. Gateways will respond promptly, review the issues raised and agree actions where appropriate.

12. Policy approval

Approved by: CARLY MASON

Role: Director

Date: 21/04/2026

Next review due: 21/04/2027