*As a ‘Rights Respecting School’ we understand that: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.*

Article 23 (Children with a disability)

Accessibility Plan

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# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We value all our pupils and are committed to providing a fully accessible environment, which includes all pupils, staff, parents and visitors – regardless of their: education, physical, sensory, social, spiritual, emotional and cultural needs. We have ensured that the school is fully accessible having made various adaptations in recent times and review this annually in-line with this plan and other health and safety related policies in school.

Here at St Gregory’s we are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. This also supports staff understanding of the Department for Education (DfE) document ‘Keeping children safe in education’ in which reference is made to provision that overcomes barriers to inclusive learning and social development.

We have included a range of stakeholders in the development of this accessibility plan, including the Academy Board, the Local Academy Committee (LAC); the senior leadership team; staff members; pupils and parents. The LAC is aware that children have the right to be educated in the school of their choice and this will not be inhibited by disability.

The school supports any available partnerships to develop and implement the plan. The Emmaus Multi-Academy Company Board intends to review its own Accessibility Plan and so this school’s individual plan may subsequently change as a result of any initiatives in which we do not comply with once finalised by the board. The maintancence checks of the school grounds and fixed assets that contribute to the full accessibility of the school is scheduled annually. Any adjustments or repairs that are highlighted following inspection are planned for and made priority in accordance with government or local authority legislation.

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

The plan will be made available online on the school website, and paper copies are available upon request.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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 an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association set out by the SCOS MAC.

# 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** |
| ***Increase access to the curriculum for pupils with a disability*** | * Our school offers a differentiated curriculum for all pupils. * The curriculum is reviewed to ensure it meets the needs of all pupils. | The school’s curriculum is currently under review. We have already adopted the 5Cs as part of our holistic approach to learning and are currently ensuring that the children’s learning pathway is sequential and progressive from EYFS to UKS2. Inclusion is planned for and our five individual curriculum drivers are inclusive and also nurture an awareness of different needs in society. | Continue the work started on the profiles of each curriculum area. Maintain an awareness of sequential learning for every child so that learning is progressive and deep at an age-related level. This will allow for topic areas to be more accessible for children with SEND in that they have the opportunity to revisit concepts to consolidate their understanding with effective target setting based on the progression in curriculum skills; not just content – a mastery approach. | Principal  SENCO  SLT  Subject Leaders  Staff |
|  | We use resources tailored to the needs of pupils who require support to access the curriculum. | Children with visual and hearing impairment are fully supported with recommended resources from local health authority advisors. Sound-field systems in school are checked regularly and maintained. Funding is used as necessary to overcome barriers to learning for individual children. | Continue to seek advice and support from local health authority advisors. Help them to maintain relationships with the children they monitor and care for. Keep up-to-date with any incentives that can help support any children with SEND – particularly those new to the school, e.g. children in the new Reception intake September 2020. | Principal  SENCO  SLT |
|  | Curriculum progress is tracked for all pupils, including those with a disability. | DCPro is used to track progress for all pupils including children with SEND. | Continue to track pupils at termly intervals to measure progress against their baselines. Report on these to parents (meetings and reports), the Local Academy Committee and the MAC Board. | Principal  SENCO  SLT  Staff |
|  | Targets are set effectively and are appropriate for pupils with additional needs. | Regular meetings between class teachers, SLT members and the SENCO ensure that those children with additional needs are set effective and achievable targets on their provision maps – appropriate intervention strategies are agreed on to close the gap and raise attainment. | Continue to update provision maps with the agreeance of class teachers and the SENCO to set measureable and achievable targets.  Interventions to continue or be adapted as necessary as a result of progress made or gaps in learning widened. | Principal  SENCO  SLT  Staff |
|  | Curriculum resources include examples of people with disabilities. | Much of the work completed in school that revolves around our Religious Education curriculum and our programme for RSE, facilitates our exposure of people with disabilities to the children. Fundraisers in school have educated the children in serving others with needs and have raised an awareness for how we can care for our neighbor. | Review curriculum as a staff and identify opportunities where examples of people with disabilities can be promoted across other curriculum areas – PE, History, Science etc. | Principal  SENCO  SLT |
| **Improve and maintain access to the physical environment**  The environment is adapted to the needs of pupils as required.  This includes: | The part of the school which houses the Foundation Stage and Key Stage 1 has been altered. | This ensures that these areas are fully accessible by wheelchairs. The building includes a toilet for the disabled. | Maintain | Site Manager  3D – Maintenance Contractors  Principal |
|  | Handrails have been fitted alongside all stairs in the school. | Provide a support for people with instability to navigate the stairwell. | Maintain | Site Manager  3D – Maintenance Contractors  Principal |
|  | Sound fields have been purchased for all classrooms throughout the school. | Implemented for children and adults alike, who have hearing impairments, to hear more clearly the staff in the classroom. | Maintain | Site Manager  Principal |
|  | Step edges and door frames are painted in different bright and contrasting colours or are made with reflective coating. | Implemented for children and adults alike, who have visual impairments, to navigate the school stairs safely – particularly in darker areas of the school. | Ensure this is the case for all outdoor stairwells. | Site Manager  Principal |
|  | A stairlift has been placed alongside the stairs from the hall to Key Stage 2 | Allows wheelchair access to areas where stairs are an obstacle. | Maintain | Site Manager  3D – Maintenance Contractors  Principal |
|  | A ramp has been built outside Year 3 to make lower key stage 2 accessible from outside the building and will be used in the event of a fire. | Allows wheelchair access to areas where stairs are an obstacle. | Maintain | Site Manager  Principal |
|  | A lift has been installed to take children from lower key stage 2 to upper key stage 2 and the computer suite. | Allows wheelchair access to areas where stairs are an obstacle. | Maintain | Site Manager  3D – Maintenance Contractors  Principal |
|  | A treatment room and toilet for the disabled have been built on the upper level of Key Stage 2. There are also disabled toilets in Key Stage 1 and by the main entrance. | Allows wheelchair users to use facilities without needing to travel a distance to do so. Practicalities of this are useful for staff to ensure children and staff can access facilities as and when needed without having to plan too far ahead for toilet breaks etc. | Maintain | Site Manager  3D – Maintenance Contractors  Principal |
|  | We liaise with external agencies to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments. | This enables us to plan an environment for children with SEND to meet their needs in the classroom and communal areas ensuring they have access as all children should within the setting. | Continue to work with such agencies | Site Manager  Principal |
|  | Corridor width | Ramps and lifts provide access to all areas of the school – width of corridors is appropriate | Maintain | Site Manager  Principal |
|  | Disabled parking bays | N/A – no school carpark. Disables access is given using the front school drive on request – parents and visitors are made aware of this. | Maintain | Site Manager  Principal |
|  | Library shelves at wheelchair-accessible height | Make reading books accessible to all pupils | Maintain | Site Manager  Principal |
| **Improve the delivery of information to pupils with a disability** | Our school uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Pictorial or symbolic representations | The main aims of these continued features of the school is to ensure children and adults with SEND are given the opportunities to explore the school environment and access learning as everyone else is. | Maintain  *Aspects of change that will be reviewed when necessary include the uses of Braille and Induction loops around the school pmises.* | Site Manager  Principal  Local Academy Committee  Parents |

# 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary – particularly in light of any amendments made by Emmaus MAC. It will be approved by the Principal of the school and a member of Local Academy Committee.

# 5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

* Health and safety policy
* Equality Policy (public sector equality duty)
* Special educational needs (SEN) information report
* Intimate Care Policy
* Child Protection and Safeguarding
* Behaviour and Discipline Policy
* Anti-Bullying
* Online Safety Policy
* Subject Specific Policies

**Policy reviewed/approved by:**

Principal Mark Paine

Local Academy Committee Member

**Date of Review:**

**To be reviewed on:**

# Appendix 1: Accessibility audit

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature** | **Description** | **Actions to be taken** | **Person responsible** |
| Number of storeys | Two storeys – all accessible with ramps or lifts | Maintain | Site manager  Principal |
| Corridor access | Ramps and lifts provide access to all areas of the school – width of corridors is appropriate | Maintain | Site manager  Principal |
| Lifts | One stairlift and one elevator | Maintain | Site manager  Principal |
| Parking bays | N/A – no school carpark. Disables access is given using the front school drive on request – parents and visitors are made aware of this. | Maintain | Site manager  Principal |
| Entrances | Ramp access to all entrances. | Maintain | Site manager  Principal |
| Ramps | Two ramps provide access to two main entrances of the building. | Maintain | Site manager  Principal |
| Toilets | There are three disabled toilets providing access in all areas and levels of the building. | Maintain | Site manager  Principal |
| Reception area | Accessed by ramp with a pathway to the front school gates and has disabled toilet access at the door. | Maintain | Site manager  Principal |
| Internal signage | Lettering clear and obvious. Stairs have coloured/reflective edging. | Maintain | Site manager  Principal |
| Emergency escape routes | Signposted clearly and accessible by ramps. | Emergency stair evacuation chair to be purchased when required – no-one in school currently requires wheelchair access to the second level of school (this will be addressed as children and parents needing access will become apparent over the next 2-3 years) | Site manager  Principal |