



St Gregory's Catholic Primary School

'Loving and Learning'

To love all those with whom we come into contact as taught to us by Jesus through the Gospels.

To learn to the best of our ability using our God given talents.

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 pupils with mobility issues and other impediments 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 Governing Board (LGB); the senior leadership team; staff members; pupils and parents. The LGB 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. This Plan may be amended within the three year review period by the MAC board. The maintenance checks of the school grounds and fixed assets that contribute to the full accessibility of the school are scheduled annually. Any adjustments or repairs that are highlighted following inspection are planned for and made a 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](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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](#), '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 the provision of auxiliary aid or adjustments to premises.

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

3. Monitoring arrangements

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

4. 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
- Child Protection and Safeguarding
- Behaviour and Discipline Policy
- Anti-Bullying
- Online Safety Policy
- Subject Specific Policies

Policy reviewed/approved by:

Principal: Mark Paine

Local Governing Board: Andrew Potter (Chair)

Date of Review: July 17th 2023

To be reviewed in: July 2026

Appendix 1: Action Plan (June 2023)

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> 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 being reviewed. We have already adopted the 7Cs 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 Upper Key Stage 2. Inclusion is planned for, and our seven individual curriculum drivers are inclusive and nurture an awareness of diverse 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 can revisit concepts to consolidate their understanding with effective target setting based on the progression in curriculum skills; a mastery approach.	Principal SENCO SLT Subject Leaders Staff LGB
	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 2023.	Principal SENCO SLT
	Curriculum progress is tracked for all pupils, including those with a disability.	Arbor 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	Principal SENCO

			parents (meetings and reports), the Local Governing Board and the MAC Board.	SLT Staff LGB
	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 agreement of class teachers and the SENCO to set measurable and achievable targets. Interventions to continue or be adapted as necessary because 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 children. Fundraisers in school have educated the children in serving others with needs and have raised 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 <i>The environment is adapted to the needs of pupils as required.</i>	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 LGB

<i>This includes:</i>				
	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 the staff in the 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	Allows wheelchair access to areas where stairs are an obstacle.	Maintain	Site Manager

	upper key stage 2 and the computer suite.			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. The 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 car park. Disabled 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	Our school uses a range of communication methods to ensure	The main aims of these continued features of the school are to ensure children and	Maintain	Site Manager

<p>information to pupils with a disability</p>	<p>information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>adults with SEND are given the opportunities to explore the school environment and access learning as everyone else is.</p>	<p><i>Aspects of change that will be reviewed, when necessary, include the uses of Braille and Induction loops around the school premises.</i></p>	<p>Principal Local Governing Board Parents</p>
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Appendix 2: 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 car park. Disabled 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. The 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
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