

St Gregory's RC Primary School

A Voluntary Academy



Accessibility Plan

School Mission Statement

St Gregory's is a sanctuary of love and hope where greatness grows.

If, after reading this plan, you have any questions relating to disability and /or accessibility please do not hesitate to contact us on 01204 332658 and we will be happy to help:

Headteacher	Mrs Watson
SENDCO	Miss Ashcroft
Office Manager	Mrs Knight

The Governors and staff at St Gregory's RC Primary School are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We believe that each person should be loved and valued so they can be, 'the human person fully alive.' We offer a broad and balanced curriculum and have high expectations of all children so that each and every child can realise their full potential.

Definition of Disability under the DDA

- You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
- To fall within the Act, a person must be substantially affected by their disability in one or more of the following capacities:
 - Mobility
 - Physical coordination
 - Manual dexterity
 - Continence
 - Ability to lift, carry or otherwise move everyday objects
 - Speech
 - Hearing
 - Eyesight
 - Memory or ability to learn, concentrate or understand
 - Perception of risk or physical danger

What do 'substantial' and 'long-term' mean

- 'Substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection.

Our Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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Our Accessibility Plan shows how access is to 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. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Curriculum Statement

Equality, Equity, Diversity and Inclusion

Health & Safety Policy

School trips and visits Policy

Special Educational Needs Policy

Behaviour Policy

School Development Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. 10. The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

Accessibility Plan may be monitored by Ofsted during Inspection processes.

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Promote equality for all sections of the community, including gender and gender identity, religion, race, sexual orientation, disability and age.	Ten:Ten RSE programme No Outsiders Programme	Monitoring – books, drop-ins, pupil voice CPOMS – logs of racial incidents, bullying log, homophobic incident log	Headteacher PSHE Lead	Half-termly monitoring Monitoring of CPOMS Termly reports to Governors
Ensure that language is not a barrier to parents.	Explore best practice at catering for parents/carers who need information in different languages. Provide information in other languages Use interpreters in meetings	Parent questionnaires Materials available	Headteacher SENDCO Learning Mentor	Termly monitoring
Ensure access to all areas of the physical environment of the school.	Regularly audit pathways through the school grounds.	Audits	Office Manager Caretaker	Termly monitoring
To develop children's knowledge and understanding of the diversity of the world in which they live.	School of Sanctuary Faith weeks CAFOD	Pupil voice Learning environment Website	Headteacher PSHE Lead	Termly monitoring
Written material is available in alternative formats such as enlarged font, coloured paper, etc.	The school will make itself aware of the services available through appropriate bodies for converting	Materials available	SENDCO	Annual monitoring

	written information into alternative formats when necessary.	Feedback from parents, staff, visitors and pupils	Office Manager	
All staff are appropriately trained to support the needs of our children.	Identification of CPD needs. CPD booked and planned for.	Staff questionnaires	Headteacher SENDCO Office Manager	Termly monitoring