



St Gabriel's CE Primary School ACCESSIBILITY PLAN (April 2020)

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.

St Gabriel's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. In so doing we promote the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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.

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, for example, the provision of an auxiliary aid or adjustments to premises.

Action

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of school activities.
- Improving the delivery of information to disabled parents and visitors.

Area: Curriculum Access

Statement	Action Required/When?
Teachers and TAs to have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	SEN Staff Meetings and training as appropriate to update knowledge and skills. <i>On-going CPD</i>
Pupils with emotional, social and behavioural difficulties are supported in school.	Outside agency support sought as necessary. <i>As and when required.</i>
Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate.	Continue to implement personalised learning when appropriate. <i>Continuous.</i>
All pupils are encouraged to take part in music, drama and physical activities.	<i>On-going.</i>
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	<i>As and when required.</i>
ICT equipment is provided for and will be fitted with additional software/hardware to allow access for disabled pupils.	Links with Specialist Advisory Support Service to provide updated software. <i>As and when required.</i>
All staff have high expectations for all pupils.	<i>On-going.</i>

Area: Physical Access

Statement	Action Required/When?
The layout of areas such as classrooms, hall, library, dining hall and playground allows access for all pupils. Barriers to access are limited.	When planning and undertaking future improvements and refurbishment school will assess acoustics, colour schemes and the accessibility of facilities and fittings. <i>On-going</i>
Disabled toilet facilities for pupils are adequate and appropriate.	<i>As and when required.</i>
Pathways around school are safe and accommodation for disabled parking is made.	<i>On-going</i>
School décor provides appropriate contrast for pupils with visual impairment.	As above. <i>On-going</i>
All areas are well lit.	All lighting upgraded to LED. No further action at present.

Area: Access to Information

Statement	Action Required / When?
The school will liaise with LA support services and other external agencies to provide information in alternative forms eg braille.	<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc	<i>As and when required.</i>

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Revised: April 2020

Review Date: Summer 2023