



St Gabriel's Catholic Primary School

Accessibility Plan Summer 2024-2027

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1. Aims

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

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our Mission Statement

‘Nurturing Hearts and Minds’

God’s love is at the heart of all that we do at St Gabriel’s Catholic Primary School.

Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

At St Gabriel’s children learn to love, respect and care for each other and God’s entire world. Our school is a place where children are filled with a love of life and learning.

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.

We consult with the Cheshire East Toolkit for Inclusion, to help guide the strategies and support we put in place for disabled children at our school.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils (pupil voice), parents/carers (survey), staff and governors (survey) of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Curriculum Participation				
Target	Actions	Timescale	Responsibility	Success Criteria
To improve staff awareness of disability	<ul style="list-style-type: none"> Curriculum leads to consider disabilities when planning and monitoring their subjects Staff training on sensory needs Staff training on hearing impairments 	<p>On-going</p> <p>School year 2024-2025</p>	<p>Subject Leaders</p> <p>SENCO</p>	<p>The curriculum is engaging and staff have high expectations for all children, adapting teaching and resources where necessary.</p> <p>Teachers and teaching assistants have a good knowledge of the range of sensory needs and how this can impact on a child's learning and well-being.</p> <p>Teachers and teaching assistants have a good knowledge of how a hearing impairment can affect a child's experience of the school day and best practice for supporting them.</p>
To continue to discuss Neurodiversity to promote inclusion	<ul style="list-style-type: none"> Newsletter with neurodiversity focus Celebrate Neurodiversity Week each year Display to go up in school Whole school focus on growth mindset (and exploring strengths and difficulties). 	<p>On-going</p> <p>Summer Term 2024</p> <p>School year 2024-2025</p>	SENCO	<p>The school community is aware of the different types of neurodiversity and the differences of each, whilst recognizing the strengths and richness neurodiversity brings to both our school community and the wider world.</p> <p>Children have a can-do attitude to learning and understand that brains are malleable (neuroplasticity).</p>
To continue to encourage all children to participate in school clubs	<ul style="list-style-type: none"> SENCO to monitor SEND children's attendance of clubs All children/parents made aware of clubs that are available each term 	On-going	SENCO Admin	Families are aware of the range of clubs on offer and all children are able to access clubs, if they wish.

	<ul style="list-style-type: none"> Range of clubs provided, e.g. sports, arts and social clubs. 			
All school visits are accessible to all children	<ul style="list-style-type: none"> School visit venues are vetted before booking for suitability. Access visits may be appropriate for destinations that haven't been visited before. Parents/Carers of children with disabilities should be consulted with before a trip to discuss necessary adaptations. Equipment may be taken on trips to allow accessibility for some children, e.g. wheelchairs. EVOLVE process, including risk assessments, completed prior to visits. 	On-going	Teachers	<p>All children are able to access all school visits.</p> <p>Adaptations are made where needed.</p> <p>Risk assessments completed prior to trips and uploaded via EVOLVE.</p>
<u>The Physical Environment</u>				
<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To ensure the physical needs of children are recorded appropriately on SEN Support or First Concerns forms	<ul style="list-style-type: none"> SENCO to review SEN Support Plans regularly 	On-going	SENCO	Children with physical disabilities have their needs, medical history (if appropriate) and support strategies listed clearly on a SEND document (First Concerns/SEN Support Plan.
Ensure that entranceways, corridors and classrooms are free from clutter and are wheel-accessible.	<ul style="list-style-type: none"> Health and Safety audits Continual monitoring Liaison with OT regarding specific children with physical needs 	On-going	Health and Safety Executive All staff SENCO	The school building is clear and accessible to all.
Ensure that visitors to school are made aware of the location of disabled toilets and how to	<ul style="list-style-type: none"> Admin to let visitors know about available provision on arrival. 	On-going	Admin	Visitors to the school are confident in using the resources available.

get support using the lift.				
<u>Access to Information</u>				
<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
School communication to be dyslexia friendly and available in different formats.	<ul style="list-style-type: none"> Note at the end of school emails to make recipients aware that alternative formats are available Admin staff made aware of dyslexia friendly formatting Refresh of dyslexia friendly strategies for teachers Staff are aware of individual parent needs and can offer tailored support as needed, e.g. support completing paperwork 	On-going Summer 2024	SENCO	Recipients of school communication are aware they can ask for different formats, e.g. larger text or printed copies, if wish.
School website contains all <i>relevant</i> policies	<ul style="list-style-type: none"> Policies to be regularly updated and uploaded to school website School website checked for ease of access to information 	On-going	SLT and Subject Leads	School policies can be viewed easily on the school website.
Regular school newsletter and termly SEND newsletter	<ul style="list-style-type: none"> Newsletters provide information for the wider school community Important dates are shared in a simple format 	On-going	Headteacher SENCO	Parents and Carers have up to date information on what's going on in school.
Signs are up in school to help children, staff and visitors	<ul style="list-style-type: none"> All classrooms have 			
	<ul style="list-style-type: none"> 			

4. Monitoring arrangements

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

It will be approved by the board of governors.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy