St. Gregory's Catholic Primary School

Part of the Mater Christi Multi-Academy Trust

ACCESSIBILITY PLAN
2025 – 2028

Approved by[1]			
Name:	Mrs S Slack		
Position:	Executive Headteacher		
Signed:	S. Slack		
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[1] The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

[2] This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision/Review
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
9	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
10	Reviewed – minor formatting changes, no change to content	September 2024
11	Reviewed – leadership updated	November 2025

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1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication EHRC Reasonable adjustments for disabled pupils. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In St Gregory's Catholic Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework (Click here to access) which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges.
  - Responding to a pupil's diverse learning needs.
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. Contextual information

- The school is located just outside the centre of Workington
- There are several roads and a busy housing estate surrounding the school
- St Gregory's Catholic Primary School, (Nursery to Year 6), is a Catholic faith school and part of the Mater Christi Trust, within the Diocese of Lancaster
- St Gregory's Catholic Primary School is formed of one building, two accessible lodges with a large play area to the rear and a large field, alongside our local parish church, St Gregory's Catholic Church
- There are 178 children on roll

8. Development of the plan

8.1 Vision and values

St Gregory's is a Catholic School, in which each individual is valued, cherished and nurtured, as they grow in the knowledge and love of Christ.

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

In partnership with parents and the whole community, our purpose is to provide a high standard of education, giving the maximum opportunity to realise each person's potential.

We believe that to make this vision a reality, we must:

- Follow the example of Christ and in so doing, treat our children, families and staff with dignity and respect.

- Help our children and families and each other know of God's love for all of us, and to learn about the message of Christ through the Gospels.
- Provide a high-quality, inclusive education for all, where creativity and personality are allowed to blossom and thrive and where independence, motivation and perseverance become life-long skills.
- Nurture all individuals to develop confidence in themselves and have high self-esteem, and ensure that the children achieve their full potential in all areas of the curriculum.
- Encourage and motivate a highly skilled team of staff, and continually develop our knowledge to ensure the best possible education for all of our children.
- Recognise the immense potential of working in partnership with the children's families, the Parish and the wider community, in order to fulfill our wider ambitions for the children in our school.
- Support our children, their families and each other in the faith journey, in developing a knowledge and understanding of the traditions of the Catholic Church and especially in sacramental preparation.
- Foster in the children respect for themselves and all human beings, and the environment and society in which they live, so that they grow into kind and caring young people who respect others regardless of their faith or cultural background.

8.2 Information from pupil data and school audit

Key starting point should be assessments of:

- *The nature of the school population for whom the school is planning;*
- *The nature of the school, including a consideration of the impact of the school's existing plans and priorities.*

Pupil information will include a range of data:

- *Pupils already in school and moving through it.*
- *The nature of the future intake (advance information from pre-school/primary school etc.).*

There should be some sort of audit of the school's/setting's strengths and weaknesses in working with disabled pupils. This might include:

- *The level of staff awareness of Equalities legislation;*
- *The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access;*
- *The impact on disabled pupils of the way the school is organised, for example, school policies and practices around supporting pupils with medical conditions, timetabling, anti-bullying strategies, off-site visits and teaching and learning;*
- *The physical environment of the school;*
- *The curriculum;*
- *The ways in which information is currently provided for disabled pupils;*
- *Outcomes for disabled pupils including exams and end of key stage results and achievements in extra-curricular activities.*

Key starting points for the school's plan:

- *The school has identified that we have, as at the start of the academic year 2025-2026 no. of students regarded as having a disability within the meaning of the Equality Act. These can be grouped as: visual impairment, NA, hearing impaired* ***2****, physical mobility problems (non-wheelchair users)* ***NA****, wheelchair users* ***NA****, ADHD* ***13 on the pathway****., Autistic* ***22 and a further 10 on the pathway****, Epileptic* ***NA****, mental health (e.g., anxiety disorders)* ***NA****,*
- *Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.*
- ***NA*** *students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.*

In order to ensure that our data is up to date and accurate we will:

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *improve the information dissemination from our Learning Support facility;*
- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.*

8.3 Views of those consulted during the development of the plan

The plan should be informed by:

- the views and aspirations of disabled pupils themselves;
- the views and aspirations of the families of disabled pupils;
- the views and aspirations of other disabled people or voluntary organisations;
- the priorities of the Local Authority;

You should show how the views of different groups have influenced the plans.

We will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;*
- *consult the SEND governor;*
- *consult staff including specifically SENCo, safety committee;*
- *set up a structure to allow the views of students, both able and disabled to be considered;*
- *survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled students in their education and future careers;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

9. Scope of the plan

9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- To investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team**.**

We plan 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

An audit of staff training in SEND is maintained by the SENCO. Staff receive training in line with the level of needs which the school is supporting at any given time. We also work with the local EIP who provides contextual support so that staff understand how best to adapt the school to support pupil transition. This is an ongoing evaluation via the Headteacher, SENCO, EYFS Lead and Governors, with support from the Local Authority SEND Lead and the Access and Inclusion Team.

This continues to support all pupils to be able to access a broad and balanced curriculum towards expected outcomes and requires the adaptation of pupil and staff timetables, parent and carer and local authority meetings and staff training to best effect this.

School will continue to adapt this over time to meet the changing needs of the pupil, parent/carer, staff and Governor cohort.

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:

- *consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*
- *how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;*
- *consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;*
- *consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;*
- *identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;*
- *identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;*
- *taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;*
- *ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;*
- *enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.*

9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

1. Preparation of the Premises (Building) Plan

- **Identification of Priorities**
  - Priorities are identified through **Access Audits** (either commissioned externally or undertaken internally), which systematically review barriers to access across the school site.
  - Input is gathered from staff, pupils, parents, and external specialists (e.g., occupational therapists, local authority advisors).
  - The audit highlights areas such as entrances, stairways, toilets, signage, lighting, and ICT provision, ranking them by urgency, cost, and impact on inclusion.
  - Priorities are aligned with the **Accessibility Plan** to ensure consistency with the school's wider inclusion strategy.
- **Consistency with Accessibility Plan**

- The premises plan is written to reflect the **three strands of accessibility duty**:
  1. **Improving the physical environment** (ramps, lifts, adapted toilets, signage).
  2. **Increasing access to the curriculum** (ICT aids, specialist furniture).
  3. **Improving delivery of information** (visual contrast, induction loops, wayfinding systems).
- Each action in the premises plan is cross-referenced with accessibility aims, ensuring that physical changes support educational access.

2. Reference to Access Audits

- Access Audits provide the **baseline evidence** for the plan.
- They typically cover:
  - External environment (parking, pathways, kerbs, entrances).
  - Internal circulation (stairs, doors, corridors, floor coverings).
  - Facilities (toilets, changing areas, sensory spaces).
  - Safety systems (fire alarms, emergency exits, lighting).
- Findings are documented and used to set **short-, medium-, and long-term targets**.
- Where audits identify major works, applications are made to the **Schools Access Initiative** or local authority capital funding streams.

3. Monitoring and Evaluation

- **Process**
  - Progress against the premises plan is monitored termly by the **Senior Leadership Team (SLT)**.
  - Annual reviews are conducted by the **Governing Body**, ensuring accountability and alignment with accessibility objectives.
  - Evaluation includes site inspections, feedback from stakeholders, and updates on funding applications.
- **Responsibility & Reporting**

- **Site Manager and Head of School**: Oversees day-to-day implementation and maintenance.

- **SENDCo (Special Educational Needs Coordinator)**: Ensures consistency with SEND provision and accessibility aims.
- **Executive Headteacher and Head of School**: Provides strategic oversight and reports to governors.
- **Governing Body**: Receives formal reports at least **once per year**, with interim updates as required.
- Reports are shared with the **Local Authority** where capital funding is involved.

4. Coverage of Planning Duty

- **Physical Environment Improvements**
  - Ramps, handrails, widened doorways, adapted toilets, improved signage, acoustic treatments.
- **Physical Aids to Access Education**
  - ICT equipment (enlarged screens, concept keyboards), specialist furniture, portable aids for motor coordination.
- **Distinction from SEND Framework**
- SEND: Individual provision (e.g., low vision aids for a pupil).
- Planning Duty: Population-level provision (e.g., blinds, adjustable lighting, colour contrast for all).

5. Areas of Reflection for Governing Body

- Access to doors, stairs, toilets, changing facilities.
- External changes (disabled parking, pathways).
- Maintenance of systems (lighting, alarms, heating).
- ICT and auxiliary aids provision.
- Acoustic improvements (sound fields, hearing loops).
- Sensory/quiet spaces for neurodivergent pupils.
- Storage for mobility devices.
- Funding applications and delegated school budgets for accessibility works.

The school's premises plan is prepared through systematic Access Audits, prioritised by impact and feasibility, and written to align with the Accessibility Plan. Monitoring is continuous, with termly reviews by SLT and annual reporting to governors. Responsibility is shared across site management, SEND leadership, and senior staff, ensuring that improvements to the physical environment and aids to education are embedded in the school's inclusive strategy.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Report to be monitored by the SENDCO and Executive Headteacher/ Head of School and report findings to Governors. The working party developing the Accessibility plan will consist of: the SENCO, Headteacher, pupil SEND representatives, the Local Authority and a group of parents and carers. The school will make any surveys and reports accessible to all stakeholders (child voice, electronic, verbalised, large print, paper copies, shared via discussion to support processing difficulties etc.)

The Governors will also decide how this is to be achieved via:

- *Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.*
- *Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.*
- *Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*
- *Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.*
- *Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.*

9.4 Financial planning and control

The Executive Head teacher/ Head of School with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. Implementation

10.1 Management, coordination and implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plan to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

- *success in meeting identified targets;*
- *changes in physical accessibility of school buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*

- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *Ofsted inspections that identify higher levels of educational inclusion.*

10.3 The role of the LA in increasing accessibility

Governors may wish to comment in their report to parents on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- *provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;*
- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*
- *informed schools/settings how information can be provided in a number of different formats.*

10.4 Accessing the school's plan

- *Plans could be made to investigate symbol software to support learners with reading difficulties.*
- *Raising awareness of font size, colour palettes and page layouts will support pupils with visual impairments.*
- *Auditing the school library to ensure the availability of large font and easy read texts will improve access.*
- *Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.*
- *Auditing the use of, and methods of displaying, materials around the school.*

This will be done through:

- *presentation in a section on the school website open to all visitors to the site;*
- *available upon request*

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools/settings and staff.*

11. Related policies

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

- Curriculum details
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedure

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Appendix A(i)

ST GREGORY'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2025 – 2028

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Spring 2026	Hearing impaired children are successfully included in all aspects of school life.	
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Support from SENCO	Autumn 2025	Children with ASD are successfully included in all aspects of school life.	
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Autumn 2025	Increase in access to the National Curriculum	
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.	

Appendix A(ii)

ST GREGORY'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2025 – 2028

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

An Asset Management Plan/Access Audit was carried out by [Insert Name/Organisation] on [Date] and a number of recommendations made:

AMP or AA Report Ref. *(if relevant)*	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
1	Disabled vehicle access to school premises.	Disabled parking bay for access by parents of children with disabilities and parents or visitors who have disabilities.				Completed
4	Safe pedestrian access to school site (including for visually impaired people).	Dropped kerbs with tactile warning surfaces to either side of main vehicle entrance where pedestrian incursion into traffic routes occurs.	Spring 2026			
9	Access to school office	A communication system/buzzer system to the school office at wheelchair level outside of the main entrance at the bottom of the steps so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.)				Completed
32/2	Reception and corridor decoration	Colour contrast door frames, skirting boards, carpeting and walls	Autumn 2024			
29	Accessible toilet	To provide one unisex accessible toilet in main office area				Completed
24	Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.				Completed

ST GREGORY'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2025 – 2028

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved	
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Spring 2026	Parental opinion is surveyed and action taken appropriately.	
Review documentation with a view of ensuring accessibility for pupils with visual and hearing impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2025	Delivery of school information to pupils & parents with visual & hearing difficulties improved.	
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing from Autumn 2025	School is more effective in meeting the needs of pupils.	
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Autumn 2025	The school is able to move forward with electronic reporting to parents.	

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