

# St. Gregory's Catholic Primary School



**Together In Jesus, we love, learn,  
create  
and celebrate.**

**Accessibility Plan 2023-2026**

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**Approved by Mrs D. Albon: May 2023**

**Policy to be reviewed: May 2025 or earlier if required**

## **St. Gregory's Catholic Primary School Accessibility Plan 2023 - 2026**

### **Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

*'A person has a disability 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 carry out normal day to day activities.'*

This definition provides a relatively low threshold and includes more children than many realize: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This explanation of disability is taken from the 0-25 SEND Code of Practice 2015

### **Purpose of the Plan**

The purpose of this plan is to show how St. Gregory's Catholic Primary School intends, over time, to further increase the accessibility of our school for disabled pupils.

### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Summerhill Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favorably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through children and parental discussions.

## **Contextual Information**

The majority of the school building, playground and the paths within school are accessible for a child in a wheelchair.

### **The Current Range of Disabilities within St. Gregory's Primary School**

The school has children with disabilities which currently include , Autistic Spectrum Condition, ADHD, social communication difficulties, hearing impairment and medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use noted.

Some children have allergies or food intolerance choices of which staff are aware of.

All medical information is collated and available to staff, in the staffroom, the head teachers' office.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central and secure place (medication fridge in school office) which has easy access for First Aiders and staff members. Administration of Medicines: consent forms are filled in by parents outlining the illness, amount to be administered and time that medication should be received. All medication that is given is administered by HK/DA in the office and recorded.

<b>STRAND A : INCREASING ACCESS TO THE CURRICULUM</b>				
<b>Target</b>	<b>Actions</b>	<b>Resources</b>	<b>Time frame</b>	<b>Outcomes</b>
Continue to develop range of learning resources that are accessible for pupils with different disabilities	Subject Leaders to review resources in their curriculum areas; learning walk to see resources in use and audit of gaps Work with Inclusion Consultant for support around further resources	SEND Budget	2023 - 2025	Good range of resources in place to ease access. Well organised and staff and children familiar with what is available and how to use it. Resources shared as best practice with other schools.
Improve provision and understanding of needs of children and adults with hearing impairment	Close working partnership with visual impairment (HI) team through SSENIS including staff training and review of resources	Time for Senco and class teacher/TA to meet with HI advisor and child and parents SEN budget for additional equipment	ongoing	Children with hearing impairment and their parents feel well supported with excellent access to curriculum and making good or better progress
All staff including Welfare assistants, support staff and supply teachers are aware of disabilities and needs.	Class teacher to ensure that relevant information is shared. Standing item on SLT, staff, LP and lunchtime staff meetings under pupil information	Secure place for Information Staff meeting time.	Ongoing	Medical needs flagged up in staffroom. Individual plans developed with SENCO/Class Teachers and school nurse.
Disability equality issues are incorporated into the RE/PSHE curriculum	Develop lesson plans to embed into the new Curriculum	Materials / books for 'No Outsiders' Subject leader time to review and feedback to staff	Ongoing	Pupils have greater understanding of disability issues. Use of RE/PSHE curriculum.
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	All pupils with a disability have access to trips and residential activities with reasonable adjustments in line with the school budget.
To ensure that all children reach their full potential in all areas of the curriculum regardless of their disability.	Closely monitor data for all SEND children using a range of tools including year group expectations, bsquared and the ASD measure for social/communication.	Resources tailored to the needs of pupils who require support to access the curriculum.	Ongoing	Children will reach their full potential and will be able to access the curriculum through reasonable adjustments.

To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Each summer term	All pupils will have appropriate access arrangements to ensure they can access SATS fully and to reduce anxiety.
<b>STRAND B : IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOL</b>				
<b>Target</b>	<b>Actions</b>	<b>Resources</b>	<b>Time frame</b>	<b>Outcomes</b>
Increase wheelchair access/mobility of pupils where possible including Outdoor areas e.g. Outdoor Cathedral, Key Stage two artificial grass pathway to the entrance and exit gate.	Ensure corridors are kept clear. Improvements to outdoor areas (eg: garden) include disabled access and surfaces suitable for wheelchair use. Discussions with children to explore difficult areas and possible solutions.	Pupils  Occupational therapist  Physiotherapist  Lynn Barber – Inclusion Consultant for Severe and Complex Need	Ongoing outdoor areas continue to grow/be developed.	Access in school continues to be improved. We do not have any wheelchair users in school in 2023.
Ensure fire procedures take account of pupils with disabilities.	Ensure that appropriate provision and places of safety have been established.	Fire safety plan. Fire Risk Assessments	Ongoing	Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Fire safety plan reviewed and updated.
Provide accessible accommodation for meetings with parents with physical disabilities.	Keep record of requirements, and ensure arrangements are made known e.g., Newsletters in large print where requested. New families to be asked if have additional needs	Reservation of quiet accessible area	Ongoing	Parents are encouraged to attend meetings and feel fully able to engage with school staff and school events Meetings arranged with suitability of accommodation considered.
To ensure that where possible, all areas of the school can be accessed through the use of ramps, adaptations to furniture etc.	Work with Inclusion Consultants to review access for all children, completing reports and arranging for adaptations where possible.	Work with Inclusion Consultants to review access for all children, completing reports and arranging for adaptations where possible.	Ongoing	The school will be accessible to all stakeholders regardless of disability or need for use of specialist equipment.

**STRAND C : IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS**

<b>Target</b>	<b>Actions</b>	<b>Resources</b>	<b>Time frame</b>	<b>Outcomes</b>
Make information accessible to pupils and parents with disabilities.	Information displayed, and made available in different forms.  Reminder to parents to notify us of accessibility needs and update them on accessibility plan	Class Communication Platforms (Google classroom and Class Dojo) School website area Admin team and SENCO	ongoing	Pupils/ parents have greater access to information. School able to respond to requests for information in alternative formats.
Develop visual timetabling in all classes, broken down further into sessions now / next boards if necessary.	Audit the current provision and how they are used.	Learning Walks supported by IC from Sefton.  – SENCO time from SEND budget	ongoing	Visual timetables will be used consistently throughout school.
To continue to strengthen connections with other SENCOs, specialist provision and outreach	HT/SENCO to attend SENCO briefings and MADCOS meetings Liaise with Sefton, Knowsley and Lancashire LA's Work closely with IC.	Management time	termly	Staff, parents and pupils aware of additional provision and support available
To develop links with outside support groups for parents to access	Contact Sefton, Knowsley and Lancashire LA's for support groups Signpost parents to coffee mornings/ support forums and carers website	Leaflets and flyers given Dates for support groups given	Ongoing	Staff, parents and pupils aware of additional provision and support available.
Ensure all children with toileting needs are supported	Draw up intimate care plans for children with toileting needs	Speak to continence nurse for further advice Follow advice and work with parents	Ongoing	Intimate care plans and toileting record drawn up for both children. Agreement of parents has been obtained
Review accessibility plans and draw up new ones for Reception children intake	Review existing plans and update with support from relevant health professionals	Support from IC for complex needs	Ongoing	Accessibility plans now updated and in place