

ST. GABRIEL'S CATHOLIC PRIMARY SCHOOL

Accessibility Plan



Adopted: January 2026

To be reviewed: January 2027

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LEA, staff and governors of the school.

Current Accessibility Arrangements:

Admissions

The Governors of St Gabriel's Catholic Primary School support the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information

- (a) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (b) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- (c) Specific additional funding from county, if required
- (d) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in St Gabriel's Catholic Primary School.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn

- about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

As a Main stream primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The support plan or EHC for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Adaptation of teaching materials
- Use of ICT resources

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at St Gabriel's Catholic Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate. Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are Action points which show how the school will address the priorities identified in the plan.

Accessibility Plan

Improving Curriculum Areas

Target	Strategy	Outcome	Achievement
Curriculum materials accessible to all pupils through modification	Identify children who require modified curriculum. This will be outlined in support plans and provision maps and monitored regularly.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Increase access to the National curriculum to ensure progress and attainment.
Classrooms are organised to allow easy access to resources and unhindered movement for disabled pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Children are able to access resources independently and move throughout the room due to carefully planned layout	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for all disabled pupils
Increase awareness of various disabilities-physical, hearing, visual, ASD	Provide training for all stakeholders.	Whole school community aware of issues relating to Access	Society will benefit by a more inclusive school and social environment
Improving Delivery of written information			
Target	Strategy	Outcome	Achievement
Availability of	The school will make itself aware of	The school will be able to provide	Delivery of information to disabled

written material in alternative formats (enlarged, audio etc)	<p>the services available through the LA for converting written information into alternative formats.</p> <p>Raising awareness of font size and page layouts will support pupils with visual impairments.</p>	written information in different formats when required for individual purposes	pupils and 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	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Delivery of school information to pupils & parents with visual difficulties improved.
Improving Physical Access			
Item	Activity	Completed?	
Clear and accessible pathways	<ul style="list-style-type: none"> Caretaker to regularly ensure all pathways are clear and accessible at all times. 	On-going	
Accessible car parking	<ul style="list-style-type: none"> Designated disabled parking spot located closest to school entrance 	Yes	
Access to all buildings	<ul style="list-style-type: none"> All rooms in the main building are accessible. Hand rail installed leading up the steps into year 2 classrooms 	Yes	
		Yes	

	<ul style="list-style-type: none"> • Ramp leading into Music/Art room 	Yes
Access to playground	<ul style="list-style-type: none"> • All playgrounds are accessible (not steps) allowing easy access. 	Yes
Improve access for those with visual impairment	<ul style="list-style-type: none"> • Paint edges of steps etc with high visibility paint 	On-going
Accessible toilet	<ul style="list-style-type: none"> • All toilets are accessible without any steps. • Designated disabled toilet with hand rail located in the Main school building and in the Art/Music block. • Disabled toilet has adapted wash basins at wheelchair height with space under for wheelchair to allow user to get close to wash basin. 	Yes Yes
Accessibility at Reception desk	<ul style="list-style-type: none"> • The desk to the reception is low enough to accommodate a person in a wheelchair 	Yes

Ensure children with medical needs are supported

Target	Strategy	Outcome	Achievement
To ensure that the medical needs of all pupils are met	Welfare lead will conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	School will have a good understanding of the medical needs of the children and care plans will be created.	All pupils' needs are met fully within the capability of the school.
To review and update medical information in each class	Welfare Lead will ensure all medical information is up to date and current in each classroom to ensure when children move from room to room, all staff are aware of needs.	School will have clear monitoring systems in place to ensure the care plans are adhered to and regularly reviewed.	All pupils' needs are met fully within the capability of the school.
To ensure medical training is up to date with all staff (where	Staff to have regular training on medical equipment used in school e.g. Epipens etc.	Staff will have up-to-date knowledge of medicines/needs of children in our care.	All children will have the support they need with their medical requirements.

appropriate)

Improving parents and community links

Target	Strategy	Outcome	Achievement
To ensure disabled parents have every opportunity to be involved	<p>Utilise disabled parking spaces for disabled to drop off & collect children</p> <p>Arrange interpreters from the RNID to communicate with deaf parents (where appropriate)</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the access requirements of disabled parents</p> <p>Ensure disabled parents are represented within the school Governors team</p>	Parents/carers with SEND feel valued and can recognise the support that is available.	Stronger parental links
To improve community links	School to continue to have strong links with schools in Staffordshire Authority and the wider community.	School will have clear links with the local authority and will be able to seek support as and when changes arise.	Improved awareness of disabilities/the wider community and the world and their needs. Improved community cohesion

Management of the Plan

- The governors will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and all staff will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:
 - to the Full Governing Body at least once per year.
 - on the School website

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.