**ACCESSIBILITY PLAN**

**St Gregory’s, Marnhull September 2016**

1. 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.
2. St Gregory’s plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

* Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
* 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 school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
* Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

1. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
2. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
3. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

* Curriculum
* Equal Opportunities and Diversity
* Health & Safety (including off-site safety)
* Inclusion
* Special Needs
* Behaviour Policy
* School Development Plan
* School Prospectus
* Teaching and Learning Policy

1. Any Action Plans for physical accessibility relate to the Access Audit of the School, which is undertaken regularly by the Local Authority. The audit will need to 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.
2. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors’ committees will contain an item on “having regard to matters relating to Access”.
3. The School Prospectus will make reference to this Accessibility Plan.
4. The School’s complaints procedure covers the Accessibility Plan.
5. The Plan will be monitored through the Curriculum / Premises Committees of the Governors.
6. The school will work in partnership with the local education authority and Salisbury Diocese in developing and implementing this plan and will adopt in principle the “Dorset Accessibility Strategy, Access to Learning”.
7. The Plan will be monitored by Ofsted as part of their inspection cycle.

Adopted by the full Board of Governors:

**St Gregory’s School Accessibility Plan 2015-18**

**Improving the Curriculum Access at St Gregory’s School**

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| Target | Strategy | Outcome | Timeframe | Achievement |
| Training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum | From September 2015 - 16 | Increase in access to the New Curriculum |
| Develop understanding of aspects of disability | Promote disability awareness | All teachers able to identify aspects of disability met in their classrooms | From September 2015 |  |
| 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 | From September 2015 | Increase in access to the New Curriculum |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access | December 2015 | Society will benefit by a more inclusive school and social environment |
| Develop pupil awareness | Involve pupils in promoting disability awareness through PSHE, school council and worship | Pupils develop their involvement and awareness of disability equality issues. | Begin September 2015 | Whole school benefit from increased disability awareness |

**St Gregory’s School Accessibility Plan 2015 -2018**

**Improving the Delivery of Written Information at St Gregory’s School**

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| 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 | From September 2015 | School is more effective in meeting the needs of pupils. |

**St Gregory’s School Disability Action Plan 2015 - 2016**

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| Confidentiality regarding disability and long term medical conditions | Review confidentiality and information sharing policy | Staff know procedure for sharing information. Better communication with parents | September 2015 | Confidentiality arrangements are clearly understood by staff and parents |