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**St Gregory's C of E (VA) Primary School**

**New Street, Marnhull, Sturminster Newton, Dorset DT10 1PZ**

**Policy Document**

**Accessibility Policy**

**Review Interval: 3 years**

**Date approved by Governing Body: January 2020**

**Review Date: January 2023**

**Accessibility Policy**

**INTRODUCTION**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

This plan shows how St Gregory’s School intends over time to:

1. increase access to the curriculum for disabled pupils;
2. improve the physical environment of the school to increase access for disabled pupils; and
3. make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

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Our Accessibility Plan compliments and supports our:

* *Special educational needs and disability* policy and related *SEN information report*;
* policy for *Supporting pupils at school with medical conditions*; and our
* Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

* Curriculum Policy
* Staff Development Policy
* Health & Safety Policy (including off-site safety)
* Policy relating to Behaviour
* School Development Plan
* Educational Visits

1. **Our vision and aims**

St Gregory’s School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

1. **Current good practice**

**Identification**

St Gregory’s School asks for information on any disabilities or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents’ views as well as monitor childrens’ progress.

St Gregory’s School has children with a range of disabilities which include moderate and specific learning difficulties and a child with a medical condition who sometimes requires a wheelchair.. We have a very small number of pupils who have a hearing impairment.

**Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school’s work. Through self-review, staff appraisal and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mostly mixed ability (with some setting where appropriate) inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

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| Target | Strategies | Timescale | Responsibility | Success Criteria |
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training on curriculum access.  Assign CPD for dyslexia, differentiation and recording methods. Online learning modules if required | On going as and when required | Sendco and Headteacher | Raised staff confidence in strategies for differentiation and increased pupil participation. |
| Ensure classroom support staff have specific training on disability issues including diabetes and epilepsy | Be aware of staff training needs.  Staff access appropriate CPD. | On going as and when required | Sendco and Headteacher | Raised confidence of all staff  Pupils continue to achieve in line with their ability |
| Ensure all staff are aware of disabled children’s curriculum access | Set up a system of individual access plans for disabled pupils when required | As and when required | Sendco | All staff aware of individual needs |
| Use ICT software to support learning | Make sure software installed where needed | As required | ICT co-ordinator | Wider use of SEN resources in classrooms |
| Ensure PE accessible to all | Gather information on accessible PE and disability sports | As required | PE co-ordinator | All to have access to PE |
| All educational visits to be accessible to all and planned in advance to ensure that all pupils with a disability are able to take part | Develop guidance for staff on making trips accessible and make all staff aware of the duties on schoolsas set out within Equality Act 2010 | On going as and when required | Headteacher  Individual Class Teachers  Sendco | All pupils in school able to access all educational visits and take part in a range of activities  No out of school activities are planned without consideration of how pupils with a disability will be included |

**Improving access to the physical environment of the school**

St Gregory’s School has a wide range of equipment and resources available for day to day use. We keep resource provision under constant. The schools improvement planning process is the vehicle for considering such needs on an annual basis. Provision in exceptional cases, will be negotiated when a pupil’s specific needs are known.

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| Target | Strategies | Timescale | Responsibility | Success Criteria |
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carer and visitors | To create access plans for individual disabled pupils as part of the IEP process when required.  Be aware of staff, governors and parents access needs and meet as appropriate  Consider access needs during recruitment process | On-going as and when required  On-going as and when required  Recruitment process | Sendco  Headteacher  Headteacher | IEPs in place for all disabled pupils and all staff aware of pupils needs.  All to feel confident needs are met and parents to have access to all school activities  Access issues do not influence recruitment and retention issues |
| Layout of school to allow access for all pupils to all areas (exception upstairs area-no pupils | Consider needs of disabled pupils, parents/carers or visitors | As required | Headteacher/Governors/  Diocesan surveyor | Access for all |
| Ensure all disabled pupils can be safely evacuated and fire escape routes suitable for all | Personal Evacuation plan (PEEP)in place for all pupils with disabilities and Teacher and TA 1:1 aware of PEEP  Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered | As required but ensure reviewed each September (possible change of classroom)  On-going | Business Manager | All disabled pupils and staff working alongside are safe in the event of a fire |
| Ensure hearing equipment in classrooms to support hearing impaired | Seek support from LA advisory teachers on appropriate equipment. | On-going | Sendco and LA | All children have access to appropriate equipment. Acoustic panels to walls and ceilings where appropriate |
| Ensure paths around school are as safe as possible | Communication with parents and pupils via safety messages/letters/texts especially icy conditions | On-going | Headteacher | No accidents |

**Improving the delivery of written information to disabled pupils**

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

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| Targets | Strategies | Timescale | Responsibility | Success Criteria |
| Review Information to parents/carers to ensure it is accessible | Provide information and letters in clear print in ,simple’ English  Staff will support and help parents to access information and complete school forms as and when necessary | On-going | Hadteacher  Sendco and other staff where appropriate | All parents receive information in a form that they can access  Pupils with a disability and their parents feel welcome and confident that their needs are being met |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | All staff where appropriate | Staff are aware of the different ways in which pupils take on and learn new information  Thought is given to all future communication with disabled pupils in mind |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | On-going | Sendco | Staff produce their own information |
| Annual review information to be as accessible as possible | Develop child friendly IEP review formats | On-going | Sendco | Staff more aware of pupils preferred method of communications |

St Gregory’s School already makes written information more accessible to disabled pupils through

* modifying written information so that this is available in large print for pupils with a visual impairment;
* adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
* using social stories and picture symbols to explain school rules for pupils who benefit from this.

1. **Implementation**

Our Accessibility Plan shows how access to St Gregory’s School has/will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

* how to ensure disabled pupils are as prepared for life as their non-disabled peers;
* how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
* how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
* adding specialist facilities to our school as necessary and improving the physical environment;
* how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority, Diocesan Surveyor) and in liaison with pupils, parents, staff and governors of the school and the Salisbury Diocese . It will advise other school planning documents.

St Gregory’s will work in partnership with the Local Authority and Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Diocesan Surveyor and the Local Authority Strategy for Accessibility.

We will seek advice when new situations regarding pupils with disabilities are experienced.

1. **Monitoring**

St Gregory’s School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Premises Committee and Governor Strategic Committee.

The governing body, will monitor St Gregory’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

St Gregory’s Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.