

Pray, Learn, Achieve and Celebrate Together



# Accessibility Policy

Written: September 2022  
Review Date:

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## Aims of the Accessibility Plan

This plan outlines how St Gabriel's aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning Duty 1: Curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	<p>Be aware of staff training needs on curriculum access.</p> <p>Assign CPD for staff on:</p> <ul style="list-style-type: none"> <li>Autistic Spectrum Disorder</li> <li>Dyslexia</li> <li>Auditory and visual impairment.</li> <li>ADHD</li> <li>Trauma</li> <li>Social and emotional needs and behavioural challenges</li> </ul> <p>Support provided via TESS and EP Services</p> <p>Support from Speech and Therapist for teachers, parents and children</p> <p>Use School and Complex Needs Nurses to support staff with children who have specific medical</p>	Annually planned	SENDCO	Raise staff confidence and expertise in adaptive teaching to meet the needs of all pupils

	<p>needs or who are medicated</p> <p>Use of school counsellors for those with social and emotional challenges, including trauma</p> <p>Specialist support from Complex Needs Nurses in order to adapt curriculum to cater for needs of individuals</p> <p>Ensure Health Care Plans are in place and they highlight curriculum adaptations required</p>			
Use ICT software to support learning	<p>Make sure software installed where needed such as word shark, number shark and bug club which allows children to work independently at their own level</p>	Reviewed termly	ICT provider/technician	Implementation of SEND resources in all classrooms to enhance quality first teaching

	<p>Staff trained in ICT resource that can help communication such as Board Maker</p> <p>Staff trained and supported to use POD system advised by Speech</p> <p>Implement B Squared assessment tracking system to track the progress of children with additional needs</p> <p>Specialist support from Hearing Impaired Team on managing and supporting children with Cochlear Implants</p>			
All educational visits to be accessible to all pupils	<p>Develop guidance for staff on ensuring all trips are accessible (Risk assessments)</p> <p>Ensure each new venue is vetted for suitability</p>	As required	All class teachers	All pupils in school able to access all educational visits and take part in a range of activities

	<p>Staff refresher on the use of EVOLVE used to risk assess visits</p> <p>All medical requirements are planned for during visits, medication stored correctly and other first aid supplies accessible</p> <p>Ensure Health Care Plans are in place and all staff are aware of pupil needs</p> <p>Ensure staff are fully aware of emergency procedures during visits; who to contact and what to relay to medical teams</p>			
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## Planning Duty 2: Physical Environment

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>Health Care Plans address individual needs and requirements for access for disabled pupils</p> <p>Collate staff, governors and parents' access needs and meet as appropriate and plan for them</p> <p>Consider access needs during recruitment process</p> <p>Provide parking spaces close to school for parents, staff, governors who require it</p> <p>Ensure disabled toilets and changing areas are accessible, clean and tidy</p>	As required	SENDSCO	<p>Action plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All personal care plans in place and followed</p> <p>Access issues do not influence recruitment and retention issues</p>

	Ensure guidance is obtained from complex nursing teams, occupational health and Health and Safety Team			
Ensure access to reception area for all	Ensure access to school site for wheel chair users	Ongoing as and when needed	Site Manager and Health and Safety Manager	Disabled parents/carers/visitors feel welcome
Improve external and internal environment access for visually impaired and hearing-impaired people	<p>Staff to report all defects to the Office Manager</p> <p>Ensure all repairs are completed, doors, lights, equipment etc. in a timely manner</p> <p>Ensure advice is actioned from visual and hearing-impaired services</p> <p>Ensure all technology is in good working order and</p>	As required	Health and Safety Manager	

	maintained regularly and fixed in a timely manner		Computing Leader	
Ensure all disabled pupils can be safely evacuated	<p>To ensure Personal Evacuation plans are completed which highlight the procedure for evacuation</p> <p>Ensure a buddy system is in place</p>	As required	Health and Safety Manager alongside SENDCO and class teacher	All disabled pupils and staff working alongside are safe in the event of a fire

### Planning Duty 3: Information

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "Plain English"	On-going	School Office	All parents receive information in a form that they can access
	SENDCO and Safeguarding Manger to support parents to access information and complete school forms			
	Provide translation facility on school website	Autumn 2022	IT technician	
	Staff and Parents to use translation facilities on Class Dojo			
	All letters to be sent via Class Dojo and Parent Mail			

<p>Improve the delivery of information in writing in an appropriate format</p>	<p>Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment</p> <p>Ensure translate button is available</p>	<p>As required</p> <p>Autumn 2022</p>	<p>Class teachers</p> <p>Website Provider</p>	<p>School has excellent communication with all parents and pupils</p>
<p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Guidance shared with all staff on dyslexia-friendly information and accessible Information</p> <p>Ensure work is photocopied on buff coloured paper</p> <p>Coloured overlays are used for reading</p> <p>Work is multi-sensory and adaptations are made to planning</p>	<p>On-going</p>	<p>SENDCO</p> <p>Class teachers</p>	<p>Office to produce letters for parents when required</p>

Provide information in other languages for pupils or prospective pupils	<p>Access to translators, sign language and interpreters to be considered and offered if possible</p> <p>Put translate button onto website</p>	As required	SENDCO	Pupils and/or parents feel supported and included
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