St Gregory's Catholic Primary School Accessibility Plan 2026-2028

Background and purpose:

This Accessibility Plan is drawn up in compliance with Schedule 10, Paragraph 3, of the Equality Act 2010. It sets out to:

(a) increase the extent to which pupils with a disability can participate in the school's curriculum;

(b) improve the physical environment of the school for the purpose of increasing the extent to which pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and

(c) improve the delivery of information to pupils who have a disability which is readily accessible to pupils without a disability.

Timing:

This version of the plan covers from September 2026 to September 2028.

The plan shall be reviewed annually in July to take into account any needs arising from new pupils due to arrive in September and to incorporate the views of current pupils and their parents.

The plan may be revised any time a new pupil's need arises which is not catered for in the plan, at the recommendation of the headteacher / SENCo.

Scope:

Disability is defined within the Equality Act 2010 as, 'a person (P) has a disability if P has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

This plan concerns accessibility for pupils with a disability and those with a suspected disability awaiting medical diagnosis.

This plan does not include access issues for disabled visitors to the school. Disabled visitors are asked to contact the School Office so that suitable arrangements can be made to accommodate their visit(s).

In addition to the Accessibility Plan other relevant school policies are:

- SEND Policy
- Behaviour Policy
- Health and Safety Policy
- Supporting pupils with medical conditions Policy

Current range of disabilities amongst pupils:

St Gregory's support children with a range of needs; these currently include Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Genetic conditions, medical conditions, visual impairment and hearing impairment.

How the school already adapts access for pupils with a disability:

The access needs of any prospective pupil with a diagnosed, or an undiagnosed but suspected disability, are discussed with parents at transition meetings prior to joining the school which are held by the SENCo.

(a) Accessibility to the school curriculum:

Curriculum adjustment is initially met via Quality First Teaching in the classroom, with differentiation. Further small group or 1:1 learning activities may be introduced to support the pupil. Support from external agencies may be sought to meet the pupil's needs.

(b) Physical accessibility:

Pupils' needs are met by staff awareness of an appropriate position for the pupil in the classroom, face to face communication, and provision of adult support. The school is accessible for wheelchair users. There is a disabled toilet for pupils and access to the school main reception is not via any steps.

(c) Modification of information:

All classrooms utilise visual timetables, to minimise stress and anxiety for pupils with ASD and ADHD and to prepare them for the day's learning activities. Information is modified in several ways, for example: use of larger font size, coloured paper, coloured white board background, coloured overlay sheets, information provided verbally and visually in repeated small pieces, sensory exercises and learning breaks, use of an adult to scribe and the use of alternative recording techniques.

Assemblies are modified by alternative seating being available for pupils with any sensory issues, use of sound cancelling headphones, an alternative space and adult support.

Objective	**Strategy**	**Outcome**	**Timescale/Who**
To ensure all areas of the curriculum are accessible to all pupils.	Identify particular needs and what reasonable adjustments can be made to allow equality of opportunity. Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the school. SENCo.
To plan specific staff training depending on the impairments of any particular pupils who attend the school.	Seek out specialist training according to the needs of children who attend the school.	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the school. SENCo.
To actively promote equality, including disability equality.	Promote through: • Staff CPD • Assemblies • Celebrating difference	Increased whole school awareness of equality and disability issues.	Continued objective. SLT SENCo Class Teachers

To ensure that the physical environment is reviewed to ensure that it allows for equality of access for all.	Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).	The physical environment is reviewed, and reasonable adaptations made, according to the needs of individual children.	Annually. Site manager. SLT. Governors.
To ensure that consultation on this plan is sought.	Consultation is carried out with: • Staff • Governors	This action plan is consulted upon, and amended once views have been established. Consultation is then carried out annually.	Annually. All Staff.