



Bishop
Hogarth

Catholic Education Trust

Accessibility Plan

St Gregory's Catholic Academy



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Aims of the Accessibility Plan

This Plan outlines how the School 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.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

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

When conducting the audit, the school 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 audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Staff needing guidance to adjust the curriculum to ensure accessibility for all.	Review curriculum modules as a team to ensure all children are catered for through appropriate adjustment.	Head teacher, teachers, SENDCO	Summer 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum
Pupils with SEND may need further differentiation/ scaffolding or additional adult support to access the curriculum.	Ongoing review of curriculum modules. Time at staff meeting for discussion of strategies as a staff.	Head teacher, teachers, SENDCO	Summer 2022	Staff members have the skills to support pupils with SEND
Pupils need opportunities to succeed across the curriculum.	Provide all pupils with support and scaffolding to ensure all can attempt tasks at different levels.	Teachers, SENDCO	Summer 2022	Pupils provided opportunities for success across whole curriculum.
Pupils with SEND may require additional resources to access the curriculum.	Laptops, Large print documents, high contrast books for VI pupils, coloured overlays for visual stress.	Head teacher, ICT manager, SENDCo School business manager	Summer 2022	Pupils with SEND can access lessons

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Management does not know if the school's physical environment is accessible.	Audit of physical environment.	Building surveyors, Head teacher & SENDCo	Spring 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them
Wheelchair access to school building difficult.	Investigate possibility of powered doors or buzzer at main entrance.	Head teacher & SENDCo	Summer 2022	Access to the foyer via powered push button door or assisted by office staff alerted by buzzer.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Clarity and organisation of SEND information on website needs reviewing.	Audit website design and ensure SEND information is clearly arranged.	ICT support, SENDCo	Ongoing	Send information in one place on the website and kept under review.
Parent support for SEND signposting unclear.	Include a signposting page for support organisations to work with parents and families.	ICT support, SENDCo	Ongoing	Up to date links to organisations to support families.
Parents needing support for pastoral issues.	Include website page to signpost to local support services for parenting / learning support / financial support.	Wellbeing Team Head teacher	Summer 2022	Up to date links to organisations to support families.