

St. Gregory's Catholic Primary School

We give thanks to God, work together and always try our best



Accessibility Plan

2026-2027

ST. GREGORY'S CATHOLIC PRIMARY SCHOOL

SHINE

Let Your Light Shine

We give thanks to God, work together,
and always try our best.

Shining in little ways for all to see.

Matthew 5:16

Our SHINE Values

S – Show respect

H – Help each other

I – Include everyone

N – Never give up

E – Ensure safety

Shine in little ways.

Shine every day.

Shine for God and for others.

1. Purpose of the Accessibility Plan

Schools are required under the Equality Act 2010 to have an Accessibility Plan. This Accessibility Plan sets out how St. Gregory's Catholic Primary School intends to:

- Increase access to the curriculum for pupils with disabilities
- Improve access to the physical environment of the school
- Improve the availability of accessible information for pupils and parents

The Equality Act 2010 defines Disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

2. Vision and Values

At St. Gregory's Catholic Primary School, we are committed to ensuring that all pupils, staff, parents and visitors:

- Are respected, welcomed, included and feel safe at all times
- Can participate fully in school life and are encouraged to be resilient and to reach their full potential
- Are valued equally, regardless of need or disability

As a one-form entry primary school, we aim to make reasonable adjustments promptly and flexibly to meet individual needs.

3. Current Good Practice and Contextual Information

- Physical environment: Access to almost areas of our school is very good. Most of the school is on a single level with only the staffroom and staff toilets upstairs. There are accessible toilets on the lower level for children and adults who may not be able to use the stairs. There is a ramp at the main entrance which is accessible for wheelchair users.

We have several break-out areas in school to be used by children who require a calm space in which to self-regulate

- Transition: As part of our Transition procedures, we aim to establish knowledge of any disability or health conditions through communications with previous settings, parents/ carers, health professionals and where possible, with pupils themselves.

- Curriculum: Reasonable adjustments are routinely made to allow access to the curriculum for pupils with a disability. This may require access to equipment such as laptops, coloured overlays, ear defenders, writing slopes etc. Adaptive teaching is used successfully in order to support pupils with disabilities. Where appropriate, pupils will receive appropriate access arrangements during statutory tests, such as extra time or a scribe.

- Health conditions: We have children in school with a range of medical conditions including diabetes, asthma, food allergies and PEG feeding requirements. Staff receive full training in how to support with these conditions and regularly liaise with parents and medical professionals in order to stay abreast of any developments in these conditions or treatment required.

- Accessibility of information: Pupil and Parent voice is important at St. Gregory's Catholic Primary School in order to provide a platform for all involved in the care of a pupil to express their views. Access to information is planned and reviewed, with a range of different formats available for disabled pupils, parents and staff.

4. Accessibility Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum				
Short term targets	Strategies	Timescale	People with responsibility	Success Criteria
To ensure full access to the curriculum for all children	<p>To provide CPD for staff (as relevant) to ensure that the needs of all children in school are met.</p> <p>To work with Specialist Advisory Teachers (which may include: SEND Team, SALT team, OT team, EAL team, EP service etc.) to gain additional support and advice.</p> <p>To ensure that class teachers are able to adapt curriculum provision, teaching and support to meet the needs of all pupils.</p> <p>Use of equipment/ resources, including IT to support need e.g. writing slopes, fidget toys.</p>	Ongoing	Head Teacher Class Teachers	<p>Advice is sought when needed. Advice is followed and suggested strategies are evident in class planning and in classroom practice.</p> <p>Children with specific needs are supported in accessing the curriculum</p>
To support transition of children into our Nursery and Reception classes and in later school years.	<p>Home Visits to establish good relationships with families</p> <p>Liaise with previous educational establishments</p> <p>Liaise with secondary schools</p>	Ongoing, as necessary	Head Teacher SENCO Class teachers Key support staff	<p>A clear collaborative working approach is developed.</p> <p>Class teachers and relevant support staff are fully aware of the needs of all children within their class.</p> <p>Class teachers and relevant support staff are fully aware of the needs of new children who join their class during the academic</p>

To support transition of Y6 pupils into secondary schools.				<p>year, before the child starts or as soon as possible after their admission.</p> <p>Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into St Gregory's Catholic Primary School</p>
To establish close liaison with outside agencies for pupils with ongoing health needs.	<p>To ensure collaboration between all key personnel.</p> <p>To liaise with medical professionals.</p> <p>To ensure individual action plans, medical plans, risk assessments etc are completed quickly and shared with staff and parents/ carers.</p> <p>Key support staff continue to receive up-to-date training to ensure that they can meet the medical needs of all pupils.</p>	Ongoing	<p>Head Teacher</p> <p>SENCO</p> <p>Class teachers</p> <p>Key support staff</p>	<p>A clear collaborative working approach is developed.</p> <p>Class teachers and relevant support staff are fully aware of the needs of all children within their class.</p> <p>Class teachers and relevant support staff are fully aware of the needs of new children who join their class during the academic year, before the child starts or as soon as possible after their admission.</p> <p>Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into St Gregory's Catholic Primary School</p>
To review all statutory policies to ensure that they reflect inclusive practice and procedure	All policies comply with the Equality Act 2010.	Ongoing	<p>Head Teacher</p> <p>SENCO</p> <p>Subject leads</p>	All policies clearly reflect inclusive practice and procedures
Medium term targets	Strategies	Timescale	People with responsibility	Success Criteria
To closely monitor and review the attainment and progress of all pupils with identified SEND	<p>Half termly meetings with class teachers and support staff to monitor and review the impact of Support Plan interventions and identify next steps for each child.</p> <p>Termly review meetings with class teachers and the SENCO to review progress and identify next steps for children with SEND.</p>	<p>Half-termly</p> <p>Termly</p>	<p>Head Teacher</p> <p>SENCO</p> <p>Class teachers</p> <p>Support Staff</p> <p>Parents</p>	<p>Provision Map annotations for all groups of children make clear progress towards their identified outcomes.</p> <p>Adaptive quality first teaching ensures children make clear progress towards their personal targets.</p>

	Parents are invited to attend and contribute to the formation of new SEN plans and EHCP reviews.			
<p>To promote the involvement of pupils with disabilities in all classroom activities.</p> <p>To take account of the variety of learning styles within the class when teaching across the curriculum.</p> <p>To ensure that all pupils have access to extra-curricular activities.</p>	<p>Within the curriculum, the school aims to produce full access to all aspects of the curriculum by providing (where appropriate): Wheelchair access, screen magnifier software for the visually impaired.</p> <p>Giving alternatives to enable disabled pupils to participate successfully in lessons.</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p> <p>Ensuring children with SEND are provided with adequate opportunities to attend extra-curricular activities.</p>	Ongoing	<p>Head Teacher</p> <p>SENCO</p> <p>Class teachers</p> <p>Support staff</p>	<p>A variety of learning styles and multi-sensory activities are evident in class planning and within the classroom.</p> <p>The needs of all pupils, parents and staff with disabilities are represented within the school.</p> <p>Opportunities for pupils to work with people with disabilities are evident across the school.</p> <p>Appropriate extra- curricular activities are offered to meet the needs of all pupils with SEND.</p>
Long term targets	Strategies	Timescale	People with responsibility	Success Criteria
<p>To evaluate and review the short term and medium targets documented above at least annually</p>	<p>To ensure the above strategies have been implemented.</p> <p>To evaluate progress and identify next steps</p>	Annually	<p>Head Teacher</p> <p>SENCO</p> <p>Governors</p>	<p>All children in school are making at least good progress.</p> <p>The additional needs of all children are fully met.</p> <p>The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children.</p>
<p>To deliver findings to the Governing Body</p>	<p>To share information and findings during Finance Committee and Children's Committee meetings.</p>	Annually	<p>Head Teacher</p> <p>SENCO</p> <p>Governors</p>	<p>All Governors are fully informed about SEND provision and the progress made by these identified children.</p> <p>All Governors are fully aware of the changes that are required to meet individual needs.</p>

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Short term targets	Strategies	Timescale	People with responsibility	Success Criteria
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments to the site and premises, such as improved access, lighting and more accessible facilities and fittings.</p>	<p>Ongoing</p>	<p>Head Teacher SENCO Governors Site manager</p>	<p>The needs of all people are met, where possible.</p> <p>When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.</p>
<p>To ensure that all people with a disability are able to be fully involved in school life</p>	<p>To create access plans for individual children with disabilities as part of the SEND Support / EHCP process.</p> <p>To undertake confidential surveys of staff and governors to ascertain access needs and to make sure that they are met in the school.</p> <p>To include questions in the pupil information questionnaire about access arrangements.</p> <p>To gather information about access arrangements for parents, carers and visitors through questionnaires</p>	<p>Annual questionnaires</p> <p>Needs to be addressed with immediate effect once identified and to be reviewed constantly</p>	<p>Head Teacher SENCO Governors</p>	<p>The needs of all people are met, where possible.</p> <p>When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.</p> <p>All children with disabilities are able to participate fully in school life.</p>

	<p>to ensure that these needs are met during school events.</p> <p>Layout of furniture in classrooms to be adapted as needed.</p> <p>Evacuation procedures to be reviewed annually.</p>			
To ensure that the medical needs to all pupils are fully met within the capability of the school	<p>To conduct parent interviews to identify needs of children before they join the school.</p> <p>To liaise with external agencies to ensure that barriers are overcome.</p> <p>To identify the training needs of staff. To establish individual protocols where needed to meet the needs of individual children.</p>	<p>Annual questionnaires</p> <p>Needs to be addressed with immediate effect once identified and to be reviewed constantly</p>	<p>Head Teacher SENCO Class teachers and support staff Governors</p>	<p>The medical needs of all people are met, where possible.</p> <p>When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.</p> <p>All children with specific medical needs are able to participate fully in school life</p>
To ensure that parents and carers with disabilities have every opportunity to be involved in school life	<p>Arrangements to be made for main gates to be open to enable wheelchair access.</p> <p>To arrange interpreters when needed to enable staff to communicate with deaf and EAL parents.</p> <p>To offer a telephone call to explain letters home for parents who may need support with literacy skills.</p> <p>To offer telephone Parents' evening appointments.</p> <p>To adopt a proactive approach to identify the access requirements and needs of disabled parents.</p>	<p>Annual questionnaires</p>	<p>Head Teacher SENCO All staff Governors</p>	<p>Disabled parents and parents with EAL are not discriminated against.</p> <p>Disabled parents and parents with EAL are encouraged to take an interest in and be involved in their child's education.</p>
Medium term targets	Strategies	Timescale	People with responsibility	Success Criteria

To improve Community links	<p>St. Gregory's Catholic Primary School continues to have strong links with the Local Authority, the Diocese and the wider community.</p> <p>Opportunities to participate in community events and promote disabilities to develop positive attitudes among children are encouraged.</p>	Ongoing	<p>Head Teacher SLT Class teachers Governors</p>	<p>Children, parents, staff and governors have an improved awareness of disabilities within the school community, the local community and the wider community.</p> <p>Improved community cohesion is evident.</p>
Long term targets	Strategies	Timescale	People with responsibility	Success Criteria
To continue to develop the playgrounds and facilities, including the EYFS outdoor area and our Forest School area, to ensure they are accessible for all.	<p>To develop the school grounds and resources using Sports Premium.</p> <p>Money and Grants and funding opportunities that are available.</p> <p>Forest School training for key staff.</p>	Ongoing	<p>Head Teacher SLT Site Manager</p>	<p>Playgrounds and the whole school grounds are accessible for all pupils, parents, staff, visitors and governors.</p> <p>Play equipment is age appropriate and accessible for all pupils.</p> <p>Playgrounds are inviting, engaging and inspiring for pupils and develop their skills in many areas.</p>
To ensure that the driveway, roads and paths in and around the school are as safe as possible.	<p>Site manager and appropriate staff to continue to carry out checks to ensure safety on the school site.</p> <p>EYFS staff to carry out daily risk assessment checks.</p> <p>Communication with parents to ensure parking is safe and walking to school is encouraged.</p> <p>Safety events within the wider community to be promoted and advertised to children and families.</p> <p>Problems reported to the appropriate body and rectifications monitored.</p>	Ongoing	<p>Head Teacher SLT Site Manager All staff</p>	<p>Reduction in accidents.</p> <p>Accidents to be recorded and reported on Medical tracker.</p> <p>Accidents to be evaluated to reduce future incidents. Checks to be logged to ensure completion.</p>

	Road safety sessions for Year 3. Bikeability sessions for Years 4 and 5			
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Aim 3: To improve the delivery of information to pupils and parents with disabilities				
Short term targets	Strategies	Timescale	People with responsibility	Success Criteria
To establish close and effective relationships with families of pupils with SEND	<p>SENCO to initiate regular contact with parents of pupils with SEND.</p> <p>To increase positive communication between school and parents e.g. coffee mornings, celebration assemblies, positive phone calls from class teachers etc.</p> <p>Invite parents to Family Hub workshops in school.</p>	Ongoing	Head Teacher SENCO Class teachers	<p>A clear collaborative working approach is developed with positive relationships between school and families.</p> <p>Participation at school events increases.</p> <p>Discussion between school and parents increases.</p> <p>Staff confidence when dealing with difficult situations increases</p>
To support parents with hearing impairments	<p>Regular communication via letters and texts with parents.</p> <p>Use of the interpreter at parents' evenings/ meetings where appropriate.</p>	Ongoing	Head Teacher SENCO Class teachers Office staff	<p>Clear two way communication is in place.</p> <p>Parents feel included in school events and activities.</p>
To enable improved access to written information for pupils, parents and visitors	<p>Questionnaires/discussions to identify any needs parents may have.</p> <p>Ensure all communications are written in clear, accessible language.</p>	Ongoing	Head Teacher SENCO Class teachers Office staff	<p>Parents with literacy difficulties or EAL can access school communications.</p> <p>School resources are appropriate for children with EAL or literacy difficulties.</p>

	<p>Relay messages verbally where parental difficulties are known.</p> <p>Raise awareness among staff of the use of suitable font and size and correct page layout to support people with visual impairments.</p> <p>Investigate the use of symbols to support people with reading difficulties.</p> <p>Audit reading materials used in school to ensure suitable large print materials are available if needed.</p> <p>Ensure signage around school is accessible in all known languages.</p> <p>Use EAL team translators to convey messages when needed.</p>			
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Telephone appointments to be offered where necessary	Ongoing-Termly	Head Teacher SLT Class Teachers	All parents/ carers will be able to access a termly appointment with their child's class teacher.
To ensure that all children with speech and communication difficulties have access to the curriculum	<p>Regular communication with parents to share the techniques that are taught in class to support understanding.</p> <p>School to support with referrals to SALT.</p> <p>Class Teachers to liaise with Speech and Language Therapists (SALT).</p>	Ongoing	Head Teacher SENCO Class teachers and support staff	<p>Children with Speech and communication difficulties can access the curriculum and make progress against their own communication targets.</p> <p>Resources are used to develop understanding of vocabulary and concepts when needed.</p> <p>Staff liaise with the speech therapist to ensure appropriate support.</p>

<p>To ensure that all children with Autism have access to the curriculum</p>	<p>Regular parental communication Individual SEND Support Plans / EHCP plans written to meet the needs of each child and identify the specific support that will be put into place.</p> <p>Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development including the Autism Education Trust and Toby Henderson Trust.</p> <p>Staff training as required as children move through school.</p> <p>Clear communication between school staff to ensure smooth transition between classes.</p>	<p>Ongoing</p>	<p>Head Teacher SENCO Class teachers and support staff</p>	<p>Children with Autism can access the curriculum and make progress against their own targets. Parents and other agencies attend school SEND Support and EHCP review meetings.</p> <p>Staff receive appropriate training to ensure they are able to meet the needs of individual children fully.</p>
<p>Medium term targets</p>	<p>Strategies</p>	<p>Timescale</p>	<p>People with responsibility</p>	<p>Success Criteria</p>
<p>To review children's records to ensure that the school is fully aware of any disabilities</p>	<p>Information is collected about all new children during new starter meetings and information is passed up to new class teachers as part of our annual transition.</p> <p>Discussions take place between staff to ensure full awareness as part of our transition arrangements.</p> <p>Parents and other agencies participate in SEN Support Plan and EHCP review meetings to ensure the most up-to-date information is shared with the school.</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Each class teacher and all appropriate support staff are fully aware of the needs and disabilities of children in each class.</p> <p>Transition arrangements are thorough to ensure all information is passed on.</p> <p>The needs of new starters are collected by office staff.</p>

	<p>Medical needs are identified by parents and are updated at least annually.</p> <p>Personal health plans are created for children as required. Significant health problems are shared with all staff. Photos are displayed with medical needs and action plans to ensure full awareness.</p>			
Long term targets	Strategies	Timescale	People with responsibility	Success Criteria
Website and online content reviewed for accessibility	<p>Ensure all policies and website content is written in accessible English.</p> <p>Provide written content in other languages as required.</p>	Ongoing, as policies are reviewed and as new content is added to the school website.	Head Teacher SENCO Subject leads.	All parents/ carers will be able to access content on the school website.

5. Monitoring and Review

The Accessibility Plan is reviewed annually by the Headteacher and Governing Body. Adjustments are made in response to pupil needs, building changes, and feedback from staff, pupils and parents.

6. Linked Policies

- SEND Policy
- Equality Policy
- Behaviour Policy
- Health and Safety Policy