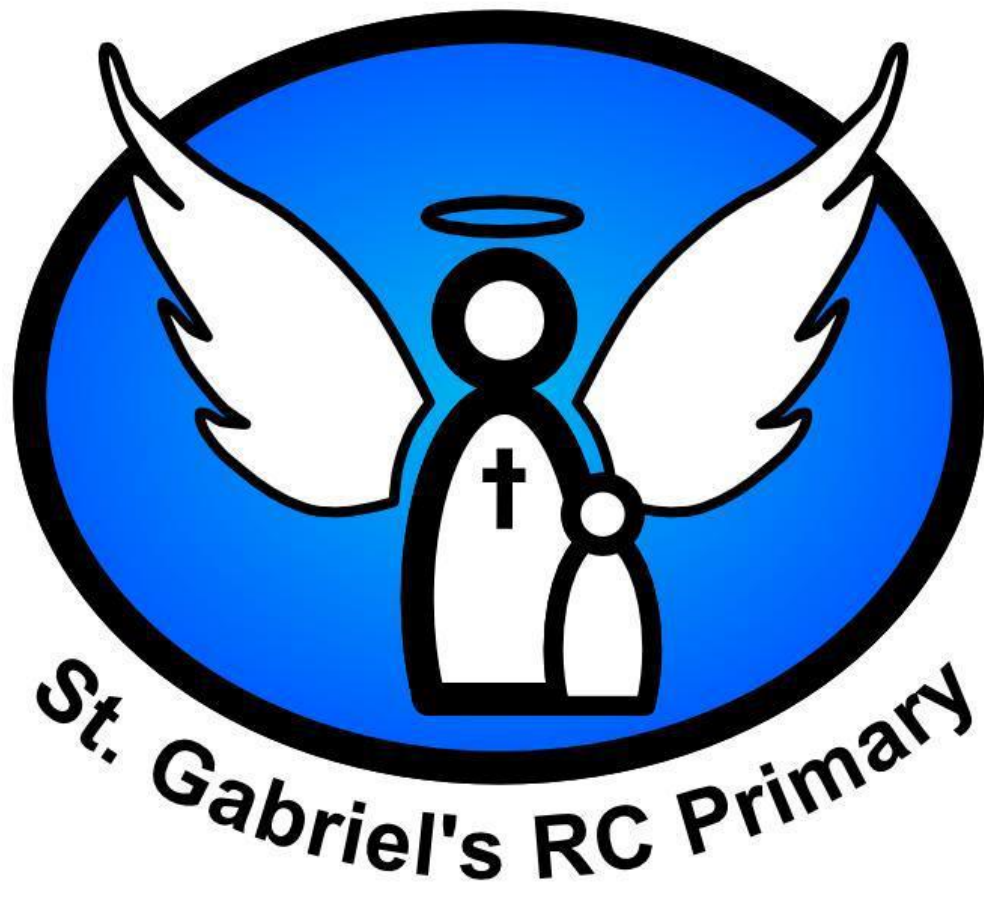




Accessibility Plan

Updated: November 2024

Review: November 2027

Telephone: 01706 650280

Email: office@stgabrielsrc.rochdale.sch.uk

In God's Love: We Welcome We Learn We Grow TOGETHER

*Showing re**S**pect for everyone and everything
We are **s**tronger, together,
Keeping the **G**ospel values in our hearts,
We are proud to be **a** part of a hard-working team.
Everyone a mem**b**er of God's family,
Progressing th**r**ough life, progressing through faith,
Walking **i**n Jesus' footsteps,
Learning for life**e**, following our dreams.
We are al**l** unique, but all equal
Sharing God'**s** love through friendship and mutual respect*

Statement of Intent

This plan outlines how Saint 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 Equality 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 and adults with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will 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/caers
- The headteacher and other relevant members of staff
- Governors
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

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

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

- School Curriculum
- Physical Facilities
- Information

SCHOOL CURRICULUM	
Process for Identifying Barriers	
• Monitoring of class teaching, learning environment and impact on progress • SEN, Annual EHCP Reviews and PEP reviews • Feedback and input from parents and external agencies • Governor visits	
Summary of Progress	
• Pupil Passport's enable pupils to express their likes/dislikes and ways they can be helped in class. Pupil passports shared with breakfast/after school club staff and new staff. • A range of curriculum support equipment purchased to support access, e.g. barrier boards, wobble cushion, footboards. • A range of support programmes accessed and staff training for either individual or groups of staff and linked equipment purchased, e.g. Lego Therapy, Dyscalculia and Dyslexia Screener, Welcomm • Participation in inter-school tournaments with pupils with additional needs/disabilities through SEN sports events • Advice for teachers on use of colour backgrounds on interactive whiteboards to support visual needs • Zones of Regulation training for all staff-Regulation Stations in every classroom for children to access. • Sterling Wellbeing Children's Surveys are conducted 3 times a year for Years 3-6. • Some pupils with additional needs record their work on a laptop as an alternative method of recording • Wellbeing lunchtime club for Years 3-6.	
Objectives for Improvement in the next planning period	
• Voice recorders or similar to support pupils with needs such as dyslexia and motor disabilities to enable alternative recording • Alternative lunchtime provision for pupils with social, communication issues e.g. Games club • Wellbeing Surveys for KS1	
Monitoring of Plan	
This plan will be monitored by the Curriculum Committee through the Inclusion Link Governor.	

PHYSICAL FACILITIES
Process for Identifying Barriers
• Premises planning with professional consultant • Feedback from users of the school • Needs review for enrolment of pupils through forms, home visits and SEN Team • SEN Reviews and /or Personal Education Plan reviews for pupils with special educational needs and disabilities • Governor Visits • Recommendation from external agencies
Summary of Progress
• Disability ramps installed at key locations to provide level wheelchair access • Personal evacuation plans completed for pupils identified to facilitate evacuation of pupil with high level of disability need in case of fire or other need • Handrails in place for slopes within playground • On-going replacement of furniture, e.g. chairs, to provide increased visual contrast with carpet/floor covering
Objectives for Improvement in the Next Planning Period
• To develop sensory room for children to access. • To provide internal level access and wheelchair access throughout the school. • To ensure that new entrants into school are assessed for accessibility and ensure reasonable adaptations are made (ongoing)
Monitoring of Plan
This plan to be monitored by the resources committee of the Governing Body through the Health and Safety link Governor and through regular premises inspections.

INFORMATION
Process for Identifying Barriers
• Observations of learning, pupil comments • Feedback from pupils, parents, staff and visitors • Parent and children surveys • Feedback from external agencies • Governor visits • SEN Reviews and PEP Reviews
Summary of Progress
• <i>PA Connect is used to communicate to parents/carers</i> • <i>School playground notice board so the wider family and community can access school information</i> • <i>School Facebook Page/Twitter Page with up-to-date information</i> • <i>SEND Coffee Mornings introduced</i>
Objectives for Improvement in the Next Planning Period
• <i>Enhance the provision for parental involvement across the school through immersion days and other curriculum opportunities</i> • <i>Enhance parent surveys to include questions about disability and additional access arrangements that may be required for families</i> • <i>School is able to identify means of communicating with parents with a disability e.g. visual impairment where there is an identified need</i> • <i>Different professionals to attend coffee mornings meetings e.g Neuro Hub, Rochdale Parent and Carer Voice</i> • <i>Send out Parent Survey to collate information on best times and ideas for future coffee mornings.</i>
Monitoring of Plan
This plan will be monitored by the Curriculum Committee through the Inclusion Link Governor

Overall Monitoring and Review

Whilst individual committees are responsible for reviewing aspects of the plan, the plan and relevant updates should be submitted through to the Full Governing Body, this can be defined as early as the summer term but should be no later than the first meeting of the autumn term.