

The Catholic School of Saint Gregory The Great

Believe and Achieve



ACCESSIBILITY POLICY

**To be read in conjunction with all
school policies and adopted Local
Authority & Diocese Policies**

To be reviewed by Sept 2027

Mission Statement

Believe and Achieve

“We are a safe and happy school where we all shine as part of God’s family.”

Introduction:

The Catholic School of Saint Gregory The Great strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is valued and treats one another with respect. This is very much in keeping with our Catholic values and teachings. Pupils are provided with the opportunity to understand and value diversity.

The definition of disability under the Equality Act 2010;

“A person is disabled if they have a physical or mental impairment that has a substantial and long-term negative affect on their ability to carry out normal day-to-day activities.”

Long term is defined as lasting, or likely to last, for at least 12 months.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

Equality Act 2010 replaces all existing equality legislation. It requires schools to consider the single Equality Duty, in which reference to ‘disabled people’ including disabled children, young people and adults, as pupils, employees, governors, parents, carers and other members of the wider community who might use the school premises. Schools must actively promote equality of opportunity for all pupils with a disability.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil with a protected characteristic, including disability:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment

The duty requires schools to make reasonable adjustments to ensure that pupils with a disability have full access to a balanced Curriculum. The duty is summarised as follows:

- Where something a school does places a pupil with a disability at a disadvantage compared to other pupils then the school must take reasonable steps to avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so and if such aid would alleviate any substantial disadvantage that the pupil faces in comparison to pupils without disabilities.

The LA and governing body of a school must publish and implement accessibility plans.

Scope of the Plan:

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

This strand of the planning duty covers aids to improve the physical environment of school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes) internal and external doors, gates, toilet and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs, portable aids for children with motor co-ordination and poor eye/hand skills, such as specialist pencils and pens.

In maintained schools the provision of a specialist piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the Statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which pupils with a disability can participate in schools' curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

School will be expected to plan to improve progressively, access to the curriculum for all pupils with a disability although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that school is planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils, accessible to pupils with a disability. This will include alternative formats such as Braille, audio tape, large print and also the provision of information orally, through lip speaking or sign language. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and parents' preferred formats.

Other related school policies.

Inclusion and equality for all pupils is included as an explicit aim in all school policies including:

- Teaching and Learning
- Equal opportunities
- Behaviour
- Admissions
- Trips and excursions
- SEND
- Exclusions

Aims:

The Catholic School of Saint Gregory The Great aims to include all pupils, including those with disabilities. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in a full curriculum including sport, music and drama
- Planning out of school activities including all school trips and excursions so that pupils with disabilities can take part
- Setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities

- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst the school staff through a programme of training
- Providing written information for pupils with disabilities in a form which is user friendly
- Using language which does not offend, making staff and pupils aware of the importance of language
- Examining our library and reading books to ensure that there are examples of positive images of children with disabilities.

Actions to ensure equality for pupils with disabilities:

1. We shall undertake a disability audit using LA information; school records; SEND information; views of parents and staff.
2. As a result of the audit we shall write an action plan which includes targets, make the policy and targets known to staff, pupils and parents, monitor the success of the plan and review it annually.
3. The school will monitor the targets and further develop good practice.

Monitoring:

The Catholic School of Saint Gregory The Great recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We shall monitor:

- Admissions
- Attainment
- Attendance
- Rewards and sanctions
- Exclusions
- SEND list
- Setting and groups
- Effect of Literacy and Numeracy strategies
- Extra curricular activities
- Selection and recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in school life
- Equality Policy