St Gregory's Catholic Primary School Accessibility Plan 2025-2028

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum: Create effective learning environments for all, utilising feedback from pupil groups. All pupils receive high quality teaching and learning.	Reinforce responsibilities of all teachers as outlined in the SEN Graduated Approach. Monitoring of teaching and learning. Monitoring of ILPs/SEND Pupil Progress Meetings. Continue with 1:1 support to work on specialist materials and seek advice from specialists when required. Training for staff including TA's on working with specific children. Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil needs to promote participation and independence. Ensure all children have the correct height furniture in their work spaces. To use ICT to support children with specific literacy difficulties.	Ongoing	SEN training SENCO time SENCO time Specialist Teacher involvement as required (SEN Budget) SENCO and TA Time SENCO Time to monitor/Staff and Pupil voice Business Manager/Site Supervisor to audit ICT resources/training	HT/SENCO/SLT/Business Manager	SENCO through drop ins, monitoring, meetings. SLT and Governors

Access to wider curriculum: Increase participation in school activities.	Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all pupils. Promote external services, in the local area, on dojo/SEND Newsletter to provide services for children and parents.	On-going	HT/SENCO time Business Manager/Office Staff/SENCO Time	HT SENCO Governors Business Manager	SLT Governors
Impact Analysis Ensure all policies consider the implications of Disability Access.	Analyse impact of Behaviour Policy, Anti Bullying Policy, in relation to pupils with SEN/impairments/disabilities. Involve School Council in all reviews. Review policies – SEND. Consult pupils and staff on any proposed changes.	On-going	SLT and SENCO time to review policies and monitor impact. SLT/SENCO to monitor the number of Behaviour Support Plans in place. School Council Meeting Time.	SLT HT/SENCO Governors	Governors SLT
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	Internal decoration to benefit pupils/parents with visual impairments appropriate use of colour schemes. Ensure priority is given to disabled parking space/s for pupils/parents/carers with disabilities. Continue to improve the school and the immediate outdoor spaces in order to remain inclusive and to meet the needs of all our pupils, staff and parents.	Ongoing	Communicate that the disabled parking space should be available throughout the day.	HT/SENCO HT/Property Services	Governors SLT

Attitudes: To promote positive attitudes to disability.	Monitor HRSE curriculum. Review/monitor Assembly Programme: include assemblies on diversity and disability awareness. Involve local disability groups in assemblies and visits to school – Acorns. Celebrate national disability awareness days.	On-going	HT/HSRE Lead time HT Time SENCO time to liaise SENCO and HT time to organise	HRSE lead HT SENCO SENCO and HT	Leadership Team and Governors
Communication To increase the availability of newsletters and information in alternative formats for all parents/care givers.	Review accessibility of newsletter and letters for parents. Continue to promote and publish termly SEND newsletters. Large print and audio formats etc. as required. Monitor uptake of documents in alternative formats. School staff to support parents with accessing information and completing school forms as required. Languages other than English to be visible and available in school.	Autumn 2025 and beyond	Office staff and SENCO time Budget required/EAL Lead/HT	School Business Manager HT/EAL Lead	HT/EAL/School Business Manager and SENCO

SEND reasonable adjustments:

- An environment that is safe and secure.
- Consider the physical elements of the classroom – lightening, noise, heat, odours.
- Have a focused learning environment. Too busy and the child may be easily distracted, too minimal and the child may find the environment lacks stimulation.
- Provide a quiet/calm area or time out place for children who may become stressed/anxious during the day. The child should know that the use of such an area is to facilitate not punish. (Safe Space)
- Regular and good communication between all those involved with the child: parents, teachers, outside agencies, teaching assistants, etc. (Consider how this is best done on a child-by-child/parent-by-parent case: face-to-face, phone call, dojo messages, home/school diary, etc.)
- Involve all staff. Make sure all who come into contact with the child, e.g. lunch-time supervisors, support staff, supply teachers, understand his or her needs and how to respond.
- High expectations which are communicated to the child.
- Gaining the child's attention; face to face and, as far as possible, with direct eye contact. Address the child personally, always using their name. They may not realise ‘children’ or ‘everyone’ includes them.
- Listening to the child.
- Being positive, building self-esteem, praising small strides as well as giant leaps.
- Encouraging and rewarding progress. Dojos, messages home, special certificates – instant rewards help a child to associate the reward with the task.
- Flexibility - thinking outside the box. Trying different techniques or new approaches, as well as tried and trusted methods.
- Be consistent when applying rules/expectations; and remind them regularly.
- Consider how the child will access the curriculum. Think about: teaching and learning objectives, appropriate support, differentiation/adaptive teaching methods, allowing extra time and the style of delivery - does it suit all learning styles?
- Use a practically-based curriculum supported by multi-sensory teaching and learning which addresses all types of learners.
- Constantly revise and reinforce learning.
- Keep the child busy. Ensure they always has something to do, whether on completion of a task, when stuck or while awaiting the teacher's attention.
- Provide good role models. Make use of other children and staff to provide good role models.
- Encourage communication between children and adults and between children themselves. (esp. those children with speech and language concerns)
- Celebrate differences and help other children to recognise and celebrate those differences too.
- Avoid using support as a crutch. Support should facilitate independence, not impede it (we are an inclusive school).
- We all have good and bad days, highs and lows. As teachers we need to help the child to understand that a bad lesson or day can be turned around.
- Ignoring (as far as possible) attention-seeking behaviour.
- Responding to and praising appropriate behaviour.
- Having clear routines and plan for changes to routine (communicate to the child and parents).
- Making sure instructions are clear, precise and understood. (One step at a time, use of visuals, now and next boards, etc.)
- Allowing a child time to think and to process responses to questions/instructions.
- Help children build friendships; use peer mentoring, social games/skills, HRSE lessons.