

Including our Early Years Foundation Stage provision

Accessibility Plan

Authorised by	resolution of the Board of Governors
Date	Autumn 2010
Reviewed	Autumn 2014
	Spring 2016
	September 2017 (1-0-1)
	September 2019 (1-0-2)
	September 2022 (1-0-3)
	September 2023 (1-1-0)

Ethos and aims

St Gabriel's ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access

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to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding policy will be made available online on the school website, and paper copies are available upon request.

How the plan is constructed

The School has formed a disability policy review committee which consists of the Bursar, the Operations Manager, the SENCO and the Compliance Coordinator and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare/review the School's SEND policy
4. to prepare/review the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment

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- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment – see notes below
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has consulted staff that are for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils. This accessibility plan is available on the school's website and circulated to staff.

How the plan is reviewed and monitored

The School's will meet annually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document will then be placed on the agenda for the meeting of the governing body. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at a meeting of governors. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Principal. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

SEND Policy

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Admissions Policy - see below

Behaviour Management Policy

Health and Safety Policy

Curriculum Policy

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Further Explanatory Notes -

Physical Environment

One of the issues that the school has, in common with many other schools, is its lay-out which covers a wide area and consists of many separate and some historic and even listed buildings, two or three stories high and without lifts. There are specialised facilities and classrooms in a fixed position for each subject. This requires pupils to go from classroom to classroom, often up narrow staircases in buildings with limited access. Wherever possible, the school will make reasonable adjustments to the timetable to allow pupils with restricted mobility to attend more accessible parts of the school.

Admissions

St Gabriel's is a selective school and admission to the school depends upon a prospective pupil meeting the criteria required, to maintain and where possible, improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must therefore be reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will enjoy a complete, happy and successful school career.

St Gabriel's asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents are requested to give further detailed information about their child. In assessing any prospective pupil the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

Where it is possible to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at St Gabriel's and to satisfy the admissions criteria outlined above, the school is committed to providing those reasonable adjustments.

Where the school agrees to provide additional services, beyond those assessed as reasonable, or for children who are not disabled, parents will be charged for this service at a level that reasonably reflects the cost to the school for providing that service. Details of costs will be provided in writing.

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Change History	
September 2017 (1-0-1)	Formatting and error correction
September 2019 (1-0-2)	Appendix A updated with latest work
September 2020	Reviewed for Compliance with standard and legislation.
September 2022 (1-0-3)	BYOD and Digital Strategy lead added Heads of School responsible for PEEPS
September 2023 (1-1-0)	Further details of Digital Strategy and addition of Deputy Head Academic Inclusion of Disability Review Committee Further details of governor oversight

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APPENDIX A – Accessibility Plan

Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence in all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods.	On-going and as required	SENCO, Exec	Raised staff confident in strategies for differentiation and increased pupil participation
All staff aware of disabled children's curriculum needs	Set up system of individual access plans where required. Information sharing with agencies involved with the child and parents. Information to be added to MIS.	As required	SENCO, School Nurse	All staff aware of needs
Use ICT software to support learning	Use of ipads/ devices from Junior to Senior school Software enabling dyslexia pupils to record work recommended All Senior School pupils to have access to their own device in lessons	As required	SENCO, Digital Strategy lead, Exec	Pupils use ipads/ devices and appropriate apps/ programs to aid recording/learning. Dyslexic pupils able to record work alongside peers in class, exams and homework commensurate with their ability. All pupils will be able to access learning resources in an appropriate way for them.
Educational visits accessible to all	Develop guidance for staff on making trips accessible. Check each venue is vetted for appropriateness.	As required	SENCO, Educational Visits Co-ordinator	All pupils able to access all educational visits and take part in a range of activities. Implement individual risk assessments as necessary

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Target	Strategies	Timescale	Responsibility	Success Criteria
PE curriculum accessible to all	Gather information on accessible PE and disability sports.	As required	Head of PE & Games	All pupils have access to PE.
Pupils can access appropriate classrooms and facilities	<p>Where practicable pupils with a relevant disability will be accommodated in:</p> <ul style="list-style-type: none"> • ground floor classrooms where a lift is not available; • classrooms that are most convenient for physical access; <p>Where practicable pupils with a relevant disability will be prioritised in the timetable with regard to accessible room allocations.</p>	As required	Deputy Head Academic - Timetabling	Pupils are accommodated in accessible rooms.
Annual review of reasonable adjustments	Undertake a review in the spring term of each year to assess the reasonable adjustments required for disabled pupils enrolled for the following September.	Annually	Bursar, SENCO	Appropriate reasonable adjustments are made in time for the new academic year for disabled pupils.

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Physical Environment

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Consider access requirement (including attendance at interview, entrance exams, etc.) during recruitment process.	As required	Heads of Admissions and of Lower School (pupils) HR Manager (staff) All (visitors)	Applicants are able to attend interviews and recruitment days.
All public and key teaching areas are accessible to all pupils and visitors	Where practicable, consider the needs of disabled pupils, parents/carers or visitors when re-designing existing buildings or constructing new buildings.	On-going	Bursar/ Operations Manager	Re-designed and new buildings are accessible by all.
	Investigate areas where stepped entrances to buildings can, where practicable, be replaced with access ramps.	On-going	Bursar/ Operations Manager	Steps replaced by ramps were practicable and are accessible by all.
	Provide an accessible ramp from Reception Class Building to outside areas (following August 2023 building works projects)	By December 2023	Site Manager/ Operations Manager	Ramp in place and playground accessible by all
Disabled people can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEPs) for relevant pupils and staff.	As required Annually	SENCO and Heads of School (pupils) HR Manager (staff) Bursar/	All disabled pupils and staff can be safely evacuated.

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Target	Strategies	Timescale	Responsibility	Success Criteria
	Undertake an annual fire risk assessment and, where necessary, update the fire evacuation plan.		Operations Manager	
Disabled people can access key external areas of the School	Where practicable, provide a firm surface to external pathways around the school buildings.	On-going	Bursar/ Operations Manager	Disabled people can move around the key external areas.
IT equipment to be suitable for all pupils and staff.	<p>All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and where practicable the purchase new equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.</p> <p>Provision of sufficient laptops for those pupils who require them for examinations if this is their normal method of working.</p> <p>Senior school pupils to bring their own suitable device from September 2022 onwards</p>	On-going, as required	Bursar/Exec	IT equipment available to meet the needs of pupils and staff.

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Delivery of Information

Target	Strategies	Timescale	Responsibility	Success Criteria
Provide information in an accessible format	<p>Provide information and letters in simple English</p> <p>Update the parent contract to be in simple English (based on the ISBA model contract).</p> <p>Documents to be available in large print on request.</p> <p>The Admissions team and/or School Office will support parents in completing school forms where necessary.</p>	<p>On-going</p> <p>As required</p> <p>As required</p> <p>As required</p>	<p>School Office</p> <p>Bursar</p> <p>School Office/ Admissions team</p> <p>School Office/ Admissions team</p>	All parents receive information in a format they can access.
Improve the delivery of information in an appropriate format	<p>Provide suitably enlarged, clear print for pupils with a visual impairment.</p> <p>Where practicable and where classrooms do not have interactive boards, replace projectors and speakers on a rolling basis to improve quality of audio/visuals</p>	<p>As required</p> <p>On-going</p>	<p>School Office</p> <p>Bursar, Digital Strategy lead</p>	Pupils with a visual impairment have access to material in a format that meets their needs.
All staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible formats.	On-going	SENCO	Staff produce their own information.