

St Gabriel's C of E Primary School



Accessibility plan Spring 2026

Approved by:	Finance and Premises	Date: May 2026
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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 with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This is reflected in our ethos and values: Excellence with compassion rooted in Friendship, endurance, peace, wisdom, service and justice. We treat all of our community with compassion and strive to ensure all children can equally access learning and a curriculum tailored to the needs of the children.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. This includes (but is not limited to) Speech and Language Therapy Services, Educational Psychology services, OT, Ormiston Trust behavior support, MIND, St Vincent's Family services, Early Help, Autism Advisory, Local Authority SEN department.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

2. Legislation and guidance

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 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Short term: subject leads have a good understanding of strengths and next steps in their subjects</p> <p>Long Term: To ensure teaching in all subjects is adapted to meet the needs of children with SEN (Ofsted Nov 2023)</p>	<p>Subject leads to lead CPD in their subjects to support teachers knowledge in adapting and differentiating the curriculum for children with SEN.</p> <p>SENCo to monitor adaptations in addition to subject leads.</p> <p>All subject leads monitor their subject to determine strengths and areas for improvement in differentiation and adaptation of their subjects</p> <p>SLT and all school staff to work with SLCL advisor to ensure communicative classrooms and environments.</p>	<p>SENCo</p> <p>Subject leads (responsible for their subject)</p> <p>Headteacher</p>	<p>Ongoing over 2 years</p>	<p>Children with SEND make good progress from their starting points.</p> <p>Teaching, Learning and Assessment is appropriately adapted to ensure all children are receiving a broad and balanced curriculum in line with the NC expectations.</p> <p>Reasonable adjustments and interventions/support have been put in place to ensure all children identified with a disability can access the physical environment in which learning takes place</p>

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To develop the Rainbow Room into a classroom to meet the needs of those pupils with higher need SEND	<p>Ex library area and PPA office has been converted into a small classroom and sensory room area. 1 year of a bespoke SCERTs based curriculum has been planned</p> <p>Research carried out visiting local SEN provisions to see e.g.s of good practice.</p>	<p>3 years rolling SCERTS curriculum in to be place</p> <p>Classroom resourced to meet the SEND needs of the pupils accessing the room</p>	To plan a rolling 3 year SCERTs curriculum integrating the individuals' EHCP objectives and reflecting the curriculum in their 'home' classrooms.	SENCo	Christmas 2026	<p>Rainbow room is fully resourced</p> <p>Children make progress from their starting points</p> <p>End of KS EHCP objectives are achieved.</p>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the Staffing and Community Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) information report
- › SEND policy
- › Supporting pupils with medical conditions policy