St. Gregory's Catholic High School

ACCESSIBILITY PLAN

Monitoring

The implementation of the Plan will be monitored by the Senior Leadership Team, the SENDCo and Site Manager.

Evaluation

The Plan was reviewed by the Assistant Headteacher (SEND link), SENDCO, Site Manager, Designated Provision Lead and Senior Leadership Team on 2nd March 2026 prior to the submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Board for approval.

Key policy dates:

Ratified by the Full Governing Board: 8th July 2026

Review frequency: Every 3 years

Next Plan review commences: Summer Term 2029

Mission Statement Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ. We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect. We will follow Jesus by embracing our God given charisms to carry out our mission to serve. We are one family inspired to learn.

AIMS OF THE ACCESSIBILITY PLAN

The aims of this Accessibility Plan are to ensure that St. Gregory's Catholic High School continues to work towards increasing the accessibility of provision for all pupils.

St. Gregory's Catholic High School's Accessibility Plan details:

- how we will improve access to the physical environment
- how we will increase access to the curriculum for pupils with a disability
- how we will improve the availability of accessible information to pupils with a disability

At St. Gregory's Catholic High School, we have a commitment to equal opportunities for all members of the school community, and our Accessibility Plan outlines our intention to remove barriers for pupils with a disability and to:

- increase the extent to which pupils with a disability can participate in the different areas of the national curriculum
- increase access to extra-curricular activities and the wider school curriculum
- improve the physical environment of school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

LEGISLATION AND GUIDANCE

The Accessibility Plan responds to the requirements of the Equality Act 2010 which provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The overriding principle of equalities legislation is generally one of equal treatment. Schools must not discriminate against a pupil because of something that is a consequence of their disability. It is unlawful for a school to treat a disabled pupil unfavourably as such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability

- Harassment

Under the Equality Act 2010 a person has a disability if:

- They have a physical impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform 'normal' day to day activities

For the purposes of this Act, these words have the following meanings:

- Substantial – means more than minor or trivial
- Long term – means that the effect of the impairment has lasted or is likely to last for at least 12 months
- Normal day-to-day activities – this includes everyday occurring situations such as eating, walking, going to the bathroom

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that must be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

ROLES AND RESPONSIBILITIES

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving the Accessibility Plan before it is implemented.
- Monitoring the Accessibility Plan.

The headteacher or delegated member of staff will be responsible for:

- Creating and updating this Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 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 implement the school's Accessibility Plan.

The SENDCO 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 the Accessibility Plan at all times.
- Supporting pupils with a disability 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.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Medical Policy.

ACTION PLAN

The action plan below details the aims of our Accessibility Plan In accordance with the Equality Act 2010. The Accessibility Plan will be formally reviewed every three years but will be monitored and reviewed regularly and, where necessary, amended, especially in light of any amendments to current legislation.

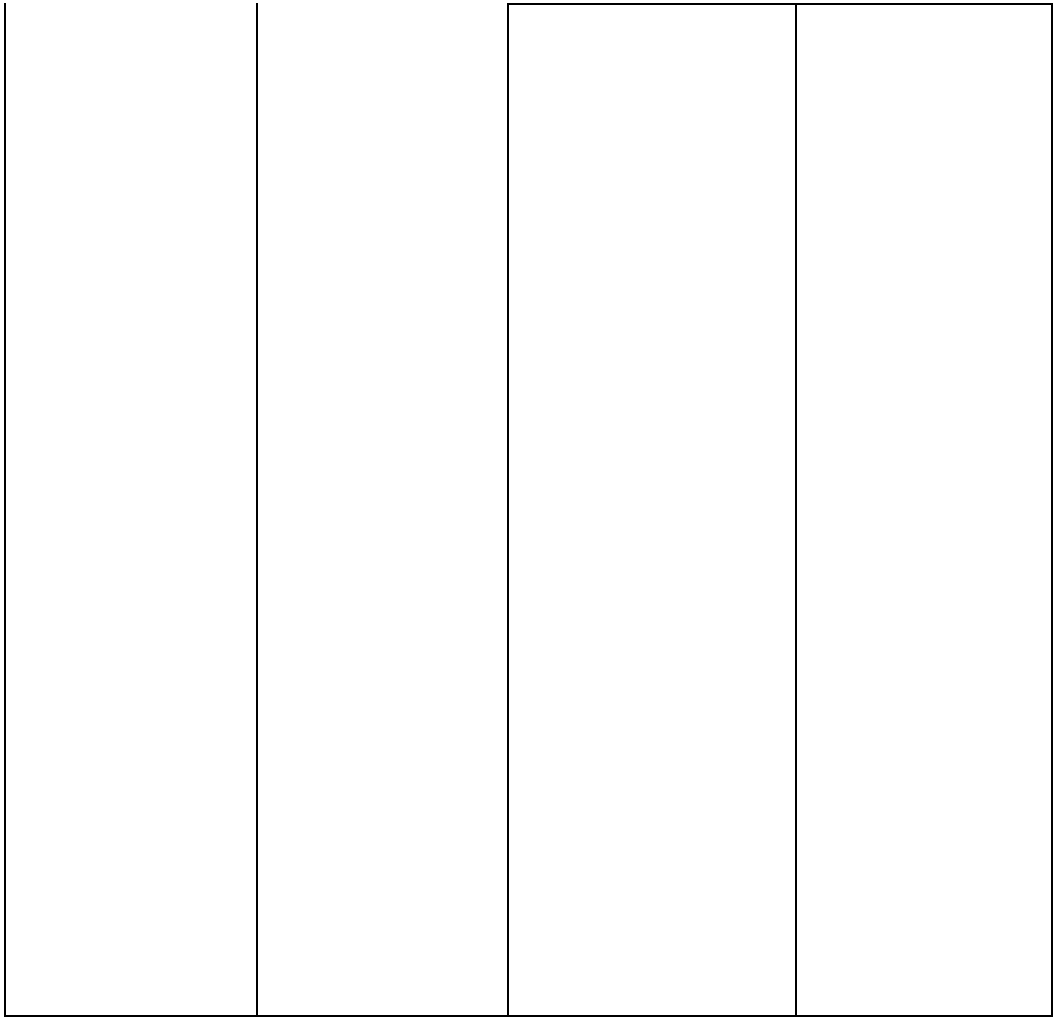
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	Our school offers an ambitious curriculum for our pupils with adaptations made where required. We use resources tailored to the needs of the pupils who require support to access the curriculum. Effective communication with services that provide further support for our pupils such as the hearing/visually-impaired services/physiotherapist etc Regular assessment and data collection provides	Short term: All staff are continually trained to employ quality first teaching strategies in response to individual needs. Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils. Medium term: Implement succession planning	Curriculum continually adapted in response to changing needs as informed by the Curriculum Team in a collaboration with the SENDCO. Plan and deliver bespoke training opportunities with outside agencies when the need arises. Performance management and	SENDCO HODs Class teachers SEND Lead and Head of DP (Dep DSL) SENDCO HODs Class teachers SEND Lead and Head of DP (Dep DSL) SENDCO to oversee the provision of career	Ongoing. Ongoing. Ongoing.	Pupils making expected or better progress. Learning walks ensure that adaptation is an integral part of lesson planning and pupil passports are being used effectively. Staff are fully aware of strategies needing to be implemented, are confident where to find this and quality first teaching for all pupils is being implemented. Staff are confident at using suggested strategies. Pupils benefit from an adapted delivery of the curriculum appropriate to a pupil's needs. Staff training and qualifications in place to

	pupils with areas of strength and areas for improvement. The curriculum is reviewed by Head of Departments on a regular basis to ensure it meets the needs of its pupils	for roles within the SEND Department to ensure we always have the expertise required within the team despite staff changes.	further professional learning needs identified as applicable. SENDCO to ascertain what can be put in place such as CPD to support all staff.	development where appropriate/necessary in conjunction with the school CEIAG co-ord.		ensure the learning and physical needs of all pupils are met.
		The school aims to provide an adapted curriculum to enable all pupils to feel secure and make progress.	Review of the options provided at KS4 and ensure all learners are being given the opportunities to need to be successful.	SENDCO, Deputy SENDCO and Head of DP (Dep DSL)	Ongoing	A varied and accessible curriculum available to all pupils to best suit their needs and achieve success
		<u>Long term:</u> PE curriculum further adapted to suit the needs of their learners. This should include accessibility to the lessons, to equipment and to the activity.	Any recommendations from OT and other services are actioned. Alternative and adapted equipment to be purchased if necessary.	SENDCO, Deputy SENDCO, PE department and Head of Designated Provision (Dep DSL)	Ongoing.	All pupils can access 100% of PE lessons regardless of the activity.

Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lifts • Accessible toilets and changing facilities. • High visibility strips to mark external stairs and handrails. • Stairs have visual markers.	Short term: Pupils with specific needs have all the appropriate equipment and furniture. Personal evacuation plans for identified vulnerable pupils.	SENDCO PE department. Specialist advisors if required. Site manager Team identified to carry out PEEP and made aware of the plan.	SENDCO, Deputy SENDCO, Head of DP (Dep DSL) and Site Manager	Ongoing	All pupils can independently access all areas of school both internally and externally. Pupils can independently navigate the whole building.

		<u>Long term:</u> To ensure that all new and existing buildings and rooms allow independent access for all.	Purchase of specialised ergonomic chairs to assist access to the school environment as needed. Develop PEEPs (Personal Emergency Egress Plan) for specific pupils. TAs informed of which pupils they are responsible for in an emergency situation. Peeps			

			New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Ensure support in place for pupils who may struggle with opening doors without support. Ensure that all fire exits are suitable for all pupils, including those with mobility issues or wheelchair users.			



		Timetables for identified pupils are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. i.e., Wheelchair users when timetabled in upper floor classrooms have lift access.	forms are stored with emergency evacuation register held by the SEND department and site staff. These will be brought to the evacuation point. Staff are continually informed of all pupils with mobility issues and create a suitable timetable to meet their need.	SENDCO, Deputy SENDCO and Head of DP (Dep DSL)	Ongoing.	All identified pupils are timetabled in appropriate classrooms to meet their needs.
		<u>Medium term:</u> To continually maintain warning strips on vertical posts, steps and handrails, to support pupils with VI	All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips.	Site manager	Ongoing, new buildings and sites to be included.	All pupils with VI are able to navigate successfully around school safely.

			Checked and maintained all year round.			
		<u>Long term:</u> To ensure that all new and existing buildings and rooms allow independent access for all.	New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Ensure support in place for pupils who may struggle with opening doors without support. Ensure that all fire exits are suitable for all pupils, including those with mobility issues or wheelchair users.	SENDCO, Head of DP (Dep DSL) and Site manager	Ongoing.	All pupils can independently access all areas of school both internally and externally. Pupils can independently navigate the whole building.
Improve the delivery of information to pupils with a disability.	Our school uses some ranges of communication methods to ensure information is accessible. This includes:	Ensure provision is appropriate for all pupils – visually impaired, hearing impaired, physically impaired – allowing access to all school alerts, to include fire	Continued support from the relevant service sources and where required suggestions implemented.	SENDCO, Head of DP (Dep DSL) and Site manager	Ongoing.	Improved systems across the school will support all pupils more effectively.

	• Internal signage					
	• Large print resources • Accessible fonts used on screen.	alarms and intruder alarms. Ensure a range of communication methods are used appropriate to the needs of the pupils.				