

St Gabriel's C of E
Primary School



Accessibility Policy

2026 – 2027



St Gabriel's Christian ethos underpins every aspect of its policy and practice.

Our St Gabriel's family nurtures every child to develop a sense of self-belief, giving them **courage** to take risks in a bid to be the best that they can be. They develop **friendship** and **respect** for each other. They are surrounded by God's **love**, guiding them to offer **forgiveness** for those who may do wrong against them.

They do this knowing that Jesus is by their side, guiding them to flourish, as they follow their chosen path.



Philippians 4:13

I can do all things through Christ who gives me strength.

Our Christian vision encompasses our Christian values.

Our key values are **love**, **forgiveness**, **respect**, **friendship** and **courage**.

They underpin everything that we do at St Gabriel's.



Love



Forgiveness



Respect



Friendship



Courage

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LEA, staff and governors of the school.

Current Accessibility Arrangements:

Admissions

The following statement is an extract from the School's Admissions Policy: The Governors of St. Gabriel's CE Primary School supports the Special Educational Needs and Disability Act (2001), as it applies to Scotland. The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided. The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision

(d) Specific additional funding from LEA if required

(e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in St.

Gabriel's CE Primary School.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	
Main building	• There is the provision of a disabled toilet. • Corridors are wide enough for wheelchairs to be used. • Doors have low fitted handles. • Entrance to the building at the front is (Main entrance/office) via concrete ramp allowing for easy wheel chair access. • The side entrance (junior door) has a step but the classrooms are accessible via other doors with ramps. • All other entrances have ramps fitted. • Classroom entrances have flat floor entrances and doors with low handles.
Hall	• Main entrances are flat allowing for easy wheelchair access. • Access to Kitchen Servery is clear and suitable for wheelchair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps. Hand rails fitted to steps to facilitate better access.
FSU	Door – is accessible on the level Outdoor provision – accessible via steps with handrail and a sloping path
Field Area	Available for all pupils.
Entrance Paths	• Rear entrance is clear of steps allowing easy access for all pupils and parents. • Front access has a ramp that leads to the drive by-passing the steps. • Handrails have been fitted to front steps to meet Health and safety standards and improve access. • The end of the steps has been highlighted with yellow paint to make them easier to see.

Evacuation Procedures

The schools **Fire and Evacuation Policy** lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on Assessing Children who may have Special Educational Needs or Disabilities.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Personal Progress Plan (PPP) for the pupil will address any issues, each PPP will be kept under regular termly review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external)
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials, coloured overlays etc...

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENDCO (Mrs Crossley) teachers will assess a pupil's need for support with both formal and informal assessment procedures.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at St. Gabriel's CE Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Pupil Progress Plan where necessary or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate. Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with support from the Local Authority.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- Teacher assessment and guidance

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to

other children. Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Discipline Policy
- The Admissions Policy
- The Annual School Prospectus

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Priority area	Action	Who could lead?	Timescale	Success measure
Physical access	Complete an accessibility audit of the school site, including classrooms, toilets, playgrounds, entrances and fire exits.	Headteacher / Site Manager	Autumn term	Audit completed and priorities identified
Physical access	Improve ramps, handrails, accessible parking, door access and signage where needed.	Site Manager / Governors	6–12 months	Identified barriers addressed
Classrooms	Ensure furniture and classroom layouts allow children with mobility needs to move around safely.	Teachers / SENCO	Ongoing	Individual needs reflected in classroom arrangements
Sensory needs	Provide quiet/sensory spaces and	SENCO / Teachers	1 term	Children have access to appropriate

	consider lighting, noise and visual distractions.			regulation spaces
Communication	Make school information accessible to children and families—for example, clear language, large print, translated information or alternative formats where required.	Office / SLT	Ongoing	Families can access key information in appropriate formats
Curriculum access	Review lessons and resources to ensure pupils with disabilities can participate fully.	Teachers / SENCO	Each term	Curriculum adaptations recorded and reviewed
Assistive technology	Identify technology that could help pupils access learning, such as text-to-speech, tablets, accessibility settings or communication tools.	SENCO / Computing Lead	1–2 terms	Appropriate technology available and staff trained
Staff training	Provide training on disability awareness, reasonable adjustments, sensory needs and inclusive teaching.	SENCO / SLT	Annually	Staff training completed and evaluated
Play and activities	Review playground equipment, PE, trips, clubs and school events to ensure disabled pupils can participate.	PE Lead / Teachers	Ongoing	Participation barriers identified and addressed

Behaviour and wellbeing	Ensure behaviour and safeguarding procedures take account of disability and communication needs	SLT / SENCO	1 term	Policies reviewed and reasonable adjustments documented
Parent/carer involvement	Ask disabled pupils and their families about barriers they experience and what would improve accessibility.	SENCO / Headteacher	Annually	Feedback gathered and actions incorporated
Emergency procedures	Review evacuation procedures and create individual emergency evacuation plans where necessary.	Site Manager / SENCO	Each year	All relevant pupils have appropriate plans
Monitoring	Create an accessibility action log with priorities, responsibilities, deadlines and progress.	SLT / Governors	Termly	Governors receive regular progress updates

Management of the Plan

- The Governors will be responsible for the strategic direction of the School's Accessibility Plan.
- The Governors Resources Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher and the Special Needs and Disabilities Co-ordinator will be responsible for the plan's day to day implementation.
- Progress of the Plan's Priorities will be reported:
 - to the Full Governing Body at least once per year.
 - in the School Prospectus
 - on the School website
 - in the School Profile

- Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office