

St George's C. E. Primary School



Accessibility Plan

2024-2027

Date Approved: 25.9.24

Approved by: Governing Body

Review Date: July 2027

Vision Statement



Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'EVERYONE matters, EVERYONE achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other as equal human beings and celebrating our differences.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.' Mother Teresa.

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils, staff, parents/carers fairly and with respect, which is one of our school's core values. This involves providing access and opportunities for all pupils without discrimination of any kind. We firmly believe that all pupils should be able to access our broad and balanced curriculum, receiving appropriate support to do so, if necessary.

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.

A copy of the audit which was created to form the actions on the accessibility plan is available upon request.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Increase the extent to which disabled pupils can participate in the school curriculum</p>	<p>Our school offers a differentiated curriculum for all pupils, e.g. use of a reader to access lessons/tests for those pupils identified with a phonological learning need.</p> <p>We ensure that all after school clubs and educational visits are available to all pupils, including those with SEND.</p>	<p>Analyse data to ensure that pupils with SEND are making expected progress from their starting point.</p> <p>All venues for visits to be check and risk assessed prior to visit.</p>	<p>SENDCo - HE</p> <p>Class Teachers</p>	<p>On a termly basis.</p> <p>When required.</p>	<p>All areas of the curriculum, including visits and after school clubs are fully inclusive and can be accessed by all pupils.</p> <p>Pupils with SEND are making expected progress from their starting point.</p>

	<p>We use resources tailored to the needs of pupils who require support to access the curriculum, eg. Sloping boards, wobble cushions.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Greater understanding and awareness of pupils with ASC by embedding Autism Education Trust training programme.</p> <p>Explore other alternative methods to recording work.</p> <p>Collate a reasonable adjustments list.</p>	<p>Assistant SENDCo – LO to lead</p> <p>SEND team</p> <p>SEND team</p>		
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	<p>Staff have regular training to teach and support pupils who have a disability or additional needs.</p> <p>Additional Inclusion Funding is applied for if applicable.</p> <p>External agencies are involved – EP, LSAT and SIS.</p> <p>SENDCo regularly attends SEND network meetings</p>				
Improving the physical environment of schools for the purpose of increasing the extent to which disabled	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width 	To be aware of access needs of adults, including parents/carers, staff, governors and	SLT/Office/SEND team	When required	Every effort is made to adapt the building for all users.

<p>pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools.</p>	<ul style="list-style-type: none"> Disabled parking bay <p>Disabled toilets including grab handles and changing facilities.</p> <p>Emergency and evacuation systems are set up and all pupils are aware of this.</p> <p>Areas are well lit.</p> <p>The majority of classrooms are no longer open plan.</p>	<p>regular visitors to the school.</p> <p>To understand the access needs of new pupils before they enter the school, so that appropriate adaptations can be made to the environment and funding can be applied for if required.</p> <p>Individual PEEPs (Personal Emergency Evacuation Plans) are written and shared with relevant staff.</p> <p>Ask for advice from Sensory Inclusion Service to check the</p>	<p>SLT/SEND Team/Teachers</p> <p>SENDCo – HE</p> <p>SENDCo</p>	<p>When required</p> <p>When required</p>	
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		environment for Visually Impaired and Hearing Impaired.			
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	<p>We are prepared to use a range of methods to ensure information is accessible:</p> <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations 	<p>Explore accessibility options for the school website – for example text to speech.</p> <p>Liaise closely with the Multi-Cultural Development team where there are language barriers.</p>	<p>SLT/SENDCo</p> <p>SENDCo</p>	When required	The environment is conducive for all pupils with disabilities, English as an additional language and sensory impairments.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication (currently under review)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy