



Accessibility Plan 2020

At St. Georges, we are committed to giving all our children every opportunity to achieve the highest of standards. Ofsted (April 2019) recognised the good provision and stated that “support for pupils, especially those with complex needs, is highly effective.” We do this by taking account of pupils’ varied life experiences and needs. St Georges offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter.

Introduction

Schools and LA’s need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Purpose of this Plan

This plan shows how St Georges Church School provides accessibility to our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school 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)

- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Ensuring the delivery of written information is accessible to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school’s work. We aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase knowledge and understanding of all staff in differentiating the curriculum	Support through 1:1 staff conferencing with SENCO and headteacher. Staff training for teachers and teaching assistants led by SENCO Referral to Educational	Ongoing	SENCO/ HT	Staff use an expanding bank of strategies and resources to address pupil’s learning needs

	Psychologist for individual pupils needs			
Increase staff understanding of the Top up Funding application process	SENCO lead training for teachers and teaching assistants	Autumn2020 – Spring 2021	SENCO	Classroom staff are informed about the requirements of the application process and the importance of documented evidence.
Ensure all staff are aware of disabled children's curriculum access	Ensure Healthcare plans are up to date and shared with staff. Involve classroom staff in plan reviews and meetings with health professionals.	Autumn 2020	SENCO/ SLT	Classroom staff are well informed about the health care needs of pupils across the school.
To continue to improve the quality of provision for children with specific special needs	Develop the use of the sensory room, movement breaks, mindfulness, nurture sessions and specific provisions to support sensory processing difficulties.	Ongoing	SENCO/ SLT	The sensory room is established and used to support specific needs.
To develop the use of signing across the school	Signed greeting for whole school worship. Basic signing communication used by all staff across the school. Signed carols videoed and collated for whole school carol service	November and December 2020	SLT and Classteachers/ Teaching assistants	An inclusive ethos has been promoted with the whole school learning to sign a Christmas carol

Improving access to the physical environment of the school

St Georges Church School is purpose built and situated on a large flat site. To ensure access to pupils, or their parents, with disabilities, there is a car park with two designated disabled parking bays to the rear. The entrance to the school Reception is via a wide, button-operated door with easy access for all, to the main school corridor. There is a disabled toilet a short way along the wide corridor, which is sited just outside the school hall. This toilet also provides nappy changing facilities on a raised bed. Over the last few years acoustics have been improved in the school with hearing loops being fitted in the school hall and in the main reception area. We have a wide range of equipment and resources available for day to day use and are supported by the health services when specific equipment is necessary to meet pupils' or staff's needs. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis. Further provision will be negotiated when a pupil's specific needs are known.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Healthcare plans are created for pupils with disabilities or other medical conditions	Ongoing	SENCO/SLT	All staff aware of pupils' needs All staff and governors feel confident their needs are met Parents have full access to all school activities. Access issues do not influence recruitment and retention issues
Maintain signage and external access for visually impaired people/those with communication needs	Ensure yellow markings are maintained and re-painted as necessary Maintain external lighting.	Ongoing	Site manager	Visually impaired people and those with communication needs feel safe and welcome in school grounds

	<p>Ensure walkways are free from litter and hazards</p> <p>Visually inspect and maintain signage in terms of damage and cleanliness</p>			
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Ensure Personal Emergency Evacuation Plans (PEEP) are up to date as appropriate. Seek advice from the physical impairment team as necessary. Ensure these are shared with staff.</p>	<p>Autumn 2020</p> <p>Reviewed annually</p>	<p>SENCO</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire or emergency</p>
<p>All fire escape routes are suitable for all</p>	<p>Routes visual check.</p> <p>Practice fire drills.</p>	<p>Weekly</p> <p>Termly</p>	<p>Site manager</p>	<p>All disabled staff, pupils and visitors have safe independent exit points</p>

To ensure equal educational experiences for visually impaired children	Ensure all blinds in all classes are effective. Classteachers to report faults to site manager immediately	Termly	Site manager Classteachers	All children have good visual access to the whiteboard and other teaching aids
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Ensuring the accessibility of written information delivered to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "clear" English and translated into different languages where appropriate. School office/ SENCO will support and	Ongoing	School office SENCO	All parents receive information in a form that they can access All parents feel supported and informed.

	help parents to access information and complete school forms.			
Differentiate the delivery of information in writing to address pupil's individual needs	Provide suitably enlarged, clear print for pupils with a visual impairment Use a dyslexia friendly font and colour. Provide additional reading support resources as appropriate	Ongoing	Classteachers SENCO School office	All pupils are able to access the curriculum independently and with confidence Communication with all pupil's is clear and accessible
Languages other than English to be visible in school	Multi-lingual signs both in the classroom and in the wider school site.	Summer 2021	Classteachers HT/SLT/SENCO Site manager	Inclusive ethos and accessibility for all pupils and parents
Provide alternative means for the delivery of school information as appropriate	Access to translators, sign language interpreters and resources to be considered and offered as appropriate	Ongoing	School Office HT/SLT/SENCO	Pupils and/or parents feel supported and included

Management, coordination and implementation

The SENCo and governing body of St Georges Church School are responsible for this plan and will report on it annually. The SENCo will review and revise the plan on a termly basis and report to governors.

Availability of the school's plan

This plan is available to view/download from the school's website, or can be obtained as a paper version from the school's office.

Diane Anderson

SENCO

December 2020