

St. George's Primary & Nursery School Accessibility Plan 2021-2024

Introduction

1.1 It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils or adults on the grounds of sex, race, disability, religion or belief and sexual orientation”.

St. George's Primary & Nursery School is now well designed to meet the needs of disabled persons:

- There are some classrooms on the ground floor and the first floor classrooms are now served by a lift as well as stairs.
- One ground floor classroom can be used to provide ground floor provision for Key Stage 1 or 2.
- All ground floor external doorways now have low step thresholds or ramps.
- There are two pupil disabled toilets one on the ground floor and one on the first floor which can be adapted to gender where necessary. If it becomes necessary one of these toilets could be designated for staff if there is no pupil need for it.

1.2 According to the Equality Act 2010 a person has a disability if:

- (a) they have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

For the purposes of the 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 twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

1.3 The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

1.4 St. George's Primary & Nursery School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural needs, or mental health

1.5 The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

1.6 St. George's Primary & Nursery School will challenge negative attitudes about disability and accessibility and continue to develop a culture of awareness, tolerance and inclusion.

2.0 The Physical Environment

2.1 The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate. The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

3.0 Curriculum

3.1 The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment or the support of parents where necessary. School staff will continue to receive training in making the curriculum accessible to all pupils, and will be aware of its importance. The school will seek and follow the advice of a range of outside agencies as necessary.

4.0 Written Information

4.1 The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events

5.0 The Current Range of Disabilities within St. George's Primary & Nursery School

5.1 The school has children and staff with a range of disabilities (eg. ASD, ADHD, sight or physical impairment), of which the staff and governors are fully aware. When children enter the school with specific disabilities, the school will contact other professionals for assessments, support and guidance for both the school and parents.

5.2 For all children that have specific medical needs a care plan is agreed in partnership with their parents or carers, the school, relevant healthcare professionals and where appropriate the pupil, and it is available in the School Office, Heads Office, on and all relevant staff are provided with a copy and made aware of actions needed.

5.3 We have some children who have asthma and some children with food intolerances. No children currently require an EpiPen to be kept on site.

5.4 St. George's Primary & Nursery School has competent and appropriate numbers of First Aiders who hold current First Aid certificates.

5.5 All medication is kept in the office, in the classroom or in the medication designated fridge. It is kept in a secure place which is easily accessible for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the Head Teacher.

6.0 Review of the Plan

6.1 The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2024.

Section 1. Access to the Curriculum

Objective	Tasks	Timescale	Responsibility	Intended Outcome
Increase the effective Speaking & Listening provision in the school	<ul style="list-style-type: none"> Designate specific staff to deliver Speaking & Listening activities Investigate different strategies/ programmes to deliver Speaking & Listening Facilitate staff training Follow recommended advice from outside agencies Timetable provision Implement Provision Evaluate programmes and provision 	Ongoing	Senior Management Team & SENCo SENCo & Assistant Head Teacher SENCo Head Teacher SENCo SENCo & Senior Leadership Team	<ul style="list-style-type: none"> Children have their speaking & listening needs met and they make good progress. Early intervention in the lower school reduces the need for further support in the upper school. Attainment gaps are reduced between vulnerable groups and their peers.
Increase the effectiveness of support for EAL children	<ul style="list-style-type: none"> Training is undertaken in how to support EAL children within the classroom and to access the curriculum. Paired planning is undertaken with a mentor if staff are new to supporting EAL children 	Ongoing	Senior Management Staff	<ul style="list-style-type: none"> Classroom provision is more effective to support EAL. EAL children make at least good progress. Attainment gaps are reduced between EAL and their peers.
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the needs of children and provide training for staff as needed.	Ongoing	SENCo	SEND children access the curriculum fully SEND children make good progress.
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc	<ul style="list-style-type: none"> A real commitment to inclusion of all children in all activities and events. Parents encouraged to provide support for out of school activities where a risk assessment deems it necessary. 	Ongoing	SENCo, class teachers & Head Teacher	SEND children have the opportunity to access all appropriate extra-curricular activities
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Ongoing Review through Individual Learning Plan cycle.	Teacher & SENCo	All children will be able to work as independently as possible. SEND children make good progress.
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Annual	Teacher & Head Teacher	Barriers to success will be reduced as far as possible enabling children to succeed with testing.

Section 2 Physical Access

Objective	Tasks	Timescale	Responsibility	Intended Outcome
Improve access for individuals who may experience difficulty moving around the school.	Ensure care and evacuation plans are in place to support all persons with mobility or physical difficulties.	Ongoing as required	SENCo & Head Teacher	To enable safe movement and evacuation.
When developing the school and grounds ensure that buildings and grounds are accessible for all children and adults.	When planning developments, accessibility is always considered.	Ongoing	Head Teacher & Governors	Buildings and grounds continue to be accessible to all.

Section 3 Access to Information

Objective	Tasks	Timescale	Responsibility	Intended Outcome
To ensure that all persons can access necessary information.	Written information will be provided in alternative formats as necessary, including translations, and where reasonably available.	On request	Head Teacher Teachers Office staff	Persons with particular needs will have the same access to information as any other person.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evening information.	Staff to hold parents' evenings by phone, Zoom (or similar) or send home written information.	On request	Teachers	Parents with particular needs will be informed of their child's progress.
To continue improving communication for SEND children	Continue to support emotional literacy programmes Staff chosen to undertake training to support emotional literacy Emotional literacy support implemented	Ongoing	SENCo Delegated staff	SEND pupils able to communicate more effectively with resulting improvement in emotional and behavioural wellbeing