



Accessibility Plan

*St George's Mission Statement
Inspired by Gospel Values
And called to the fullness of life.
To learn and grow through faith, love, and laughter.
To be the best we can, Showing
Christ's love in all we do.*

Date of policy	January 2024
Date of last review	January 2026
Reviewed by	Local Governing Committee
Date of next review	January 2027

St George's is a very happy and welcoming place, where the needs of all of our children are central to our educational philosophy. We aim to provide an environment where all pupils feel safe and can flourish by responding to individuals in ways which take into account their varied life experiences and particular needs.

As a Catholic school, we aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. St. George's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. The pursuit of excellence is at the heart of our Catholic school and forms an integral part of the education we offer which enables all pupils to develop their talents to their full potential as a unique person made in God's image.

Introduction

The Accessibility Plan should be read in consultation with the SEND Policy, the SEN Information Report and the Annual SEN Report. Together they include details of:

- *St. George's admission arrangements for pupils with SEN or disabilities*
- *The steps St. George's have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils*
- *The facilities provided to assist access to St. George's by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)*

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3 year timescale to prevent disabled pupils from being treated less favourably than other pupils:

- *Increase the extent to which disabled pupils can participate in the curriculum*
- *Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and*
- *Improve the availability of accessible information to disabled pupils.*

See Equality Plan

St George's Primary School recognises its duty:

- *Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services*
- *Not to treat disabled pupils less favourably*

- *To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage*
- *To publish an accessibility plan*

St George's aims 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*

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

St George's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- *Setting suitable learning challenges*
- *Responding to pupils' diverse needs*
- *Overcoming potential barriers to learning and assessment for individual groups of pupils.*

The three areas to be considered in the action plan are:

- a)** Improving education and related activities. St George's will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trust.
- b)** Improving the physical environment. St George's will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- c)** Improving the provision of information. St George's Primary School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. Contextual Information

St George's Primary School is a highly inclusive school. The main school building is over 150 years old. The EYFS and office facilities are housed in a newly refurbished mobile building, both of which are fully accessible to the whole school community. There are accessible toilets in each building.

The school entrances are wheelchair accessible.

Information about the school's disabled population

The school's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Home visits are undertaken for children beginning Nursery and Reception and if any additional needs have been identified, the LA and health advisers are contacted for support and guidance.

Staff are trained in the use of epipens where necessary and many staff members hold current first aid qualifications. Designated first aiders are made aware to all staff.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Where children have significant health problems, all appropriate adults are informed.

Medical forms are completed by parents and discussed. Where children have significant health problems, all appropriate adults are informed and necessary information is displayed in the kitchen.

How appropriate is the current provision?

Staff are highly aware by effective communication of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular Continuous Professional Development (CPD) addresses the inclusion agenda.

Provision in an Emergency

Children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Recent projects to improve the physical environment have included:

2022-2024

- *New Nursery/Reception and Year 1 indoor environment made fully accessible.*
- *Improvements to outdoors N/R/Y1 area so fully accessible in poor weather conditions by laying of artificial surface.*
- *Bespoke SEN resource room created for intervention groups in old school building. Area equipped with computers and specialist resources for various SEN intervention groups.*
- *Rejuvenation of Reading Corners in all classes to encourage reading for pleasure social interaction.*
- *Building work and refurbishment of school library to create an effective learning space and to promote a calm ethos as well as a love of books.*
- *Purchase and installation of lockers in Year 2 for belongings after wet outdoor play/activities.*
- *Designated First Aid stations in main building and new mobile for the use of staff to attend to medical needs of all children.*

Targets for 2024-27 and how we intend to achieve them:

Monitoring will be undertaken by the Governing Body, with advice from key professionals.

Targets	Strategies	Outcome	Timescale
Make SEN information more accessible for families.	Make all materials accessible on the school website, including access to support agencies. Regular updates through Teachers2Parents.	Delivery of information to pupils and parents improved.	Ongoing
Further staff training and staff CPD.	Whole staff training on Universally Available Provision. St. George's will decide which members of staff would benefit from specific SEN training based on the needs of our pupils with SEND, e.g. safer handling training, ASD training.	Increased knowledge of SEND resulting in PCP's which include targets that are both specific and measurable. Staff are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	Ongoing

Check on new pupils and their needs.	Transition visits for children new to school, liaise with previous setting, put targets into place if required. New families will be contacted to arrange any required support.	To ensure inclusion for all pupils.	Ongoing
To ensure that pupils with SEND are able to access the school curriculum.	Information gathering at all key points of child's education. Continue to provide a range of equipment and resources appropriate to pupils' needs. Plan activities to promote understanding/empathy of the needs of children with SEND.	Appropriate and varied activities for all children. To ensure inclusion for all pupils.	Ongoing
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance in making trips accessible.	All pupils are able to access all school trips and take part in a range of activities.	Ongoing
Ensure children with SEND can take part equally in lunchtime and after school clubs.	Discuss and make necessary arrangements with relevant staff/ people running clubs. Additional support made available if required. Keep record of this and share with Governors as evidence of inclusivity.	Children with SEND feel able to participate equally in lunchtime and after school activities.	Ongoing, as required
Ensure that written information for pupils, parents/carers and the community is available in	Alter colour, font size and layout of written communication where necessary. Audit signage around school to ensure that school users find it accessible.	Improve access to written information for all school users.	Ongoing, as required

different formats.			
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This Accessibility Plan will be reviewed regularly and updated every 3 years.

Policy Renewal Date: January 2027