



## **St George's C of E School Accessibility Plan**

*'Learning for Life'*

*We are a caring Christian community*

*We help and respect each other*

*We enjoy learning and embrace challenges*

*We persevere and learn from our mistakes*

*So we can grow into enthusiastic, confident learners for life.*

**Approved by:** Resources Committee

**Date:** 07.02.2023

**Next review due by:** March 2026

St George's C of E Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

## **Introduction**

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with a disability in the three areas required by the planning duties in the DDA:

- increasing the extent to which pupils with a disability can participate in the school curriculum;
- improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services;
- improving the delivery to pupils with a disability of written information.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan. To be annually reviewed.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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 carry out normal day to day activities.'

## **The purpose and direction of the school's plan: vision and values**

At St George's C of E Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. St George's C of E Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;

- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- more able children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools if appropriate.
- Pupils with a disability have access to extra-curricular activities.

### **Review of Policy**

It is best practice that this policy will be reviewed on annual basis or sooner if the need arises.

## Accessibility Action Plan

Targets	Strategies	Timeframe	Costs
1. To ensure SEND children's needs are being appropriately met.	<p>1. (a) To review on an annual basis the SEND information <del>EDP</del> and to use the data on types of SEND to focus resources appropriately.</p> <p>(b) To engage the expertise of the school's SENCO as a point of advice and support.</p> <p>(c) To ensure alternative strategies are sought to help SEND children whose progress is not as good as it might be.</p> <p>(d) targeting LSA resourcing appropriately across the school.</p>	<p>(a) Annually</p> <p>(b) Ongoing</p> <p>(c) Ongoing</p> <p>(d) Annually (sometimes at interim points during an academic year).</p>	<p>(a) Time</p> <p>(b) Time</p> <p>(c) SEND annual budget</p> <p>(d) Time</p>
2. To ensure the curriculum continues to meet the needs of all children, including those with a disability.	<p>2. (a) To consider issues of disability when reviewing any school policy, SDP and SEF.</p> <p>(b) to liaise with external agencies and the SENCO for advice, support and, in the case of a child with a EHCP, resources.</p>	<p>SIP &amp; SEF – annually.</p> <p>Most policies – on a three year basis (some policies are reviewed annually).</p> <p>External agencies - ongoing</p>	<p>Time + resources according to disability requirements.</p>
3. To ensure that the school's provision for children with a disability is in line with the National Curriculum Inclusion Statement.	<p>3. To ensure the school</p> <p>(a) sets suitable learning challenges,</p> <p>(b) responds to pupils' diverse learning needs,</p> <p>(c) overcome potential barriers to learning and assessment for individuals and groups of children. Additionally, to ensure children with disability have access to school activities beyond the "taught" curriculum (e.g. Playtimes, movement around the school, special events such as sports days, visiting theatre groups, extra-</p>	<p>An aspect of regular monitoring of pupil experience in classrooms and around the school by members of the Governing Body.</p>	<p>Time</p> <p>Possible extra adult supervision on school trips and after-school clubs.</p>

Targets	Strategies	Timeframe	Costs
	curricular activities and school trips) so that they experience a balanced school life.		
4. To ensure day-to-day premises issues are dealt with bearing in mind DDA requirements.	4. The Health and Safety Coordinator and the Educational Visits Coordinator review practices and risk assessments with DDA requirements in mind including DDA compliance of school visit venues.	On going	Time
5. To continue to administer medicines as requested by parents to children in a way which minimises the impact upon children with disability.	5. To maintain the flexibility of procedures in administering medicines with any appropriate staff training (e.g. Epipens).	Ongoing	Time
6. To ensure staff with a disability are treated appropriately after diagnosis / treatment of medical conditions as outlined within the remit of The Disability Discrimination Act 2005.	6. To ensure that an appropriate phased return to work is possible.	Ongoing	Cost of continued subscription to the LA's abSENDce insurance for staff.
7. To ensure the school takes account of disability issues through consultation via appropriate forums.	7. Where appropriate, to consult on issues with Governors, SLT, School Council and the wider school community.	Ongoing	Time
8. To ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	8. Thorough planning by visit leaders in consultation with the EVC	Ongoing	Time

<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Costs</b>
9. Layout of school allows access for all pupils.	Levelling out of the KS1 outdoor area		LA funded
	Storage for disabled pupils' equipment		LA funded
	Evacuation ramps for each classroom		Charitable grant (in process)
	Entry to accessible facilities to be resited		LA funded
10. Explore options for a SEND/Wellbeing Hub on school grounds	Investigate further potential funding streams.	Longer-term project	Charitable grant
11. Develop adventure playground to incorporate accessible play equipment	Investigate further potential funding streams.	Longer-term project	Charitable grant