

Dorset Council

**LEARNING & INCLUSION
GUIDANCE**



**Accessibility Plan
St. George's CE Primary School**

Last Review: Local Governing Body: Autumn 2024

Review date by the Local Governing Body: Autumn 2027

St. George's CE Primary School

Accessibility Plan

2024 to 2027

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for St. George's CE Primary School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEND information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- *Equality Information and Equality Objectives.*

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Planning
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

St. George's CE Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

St. George's CE Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

St. George's CE Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- liaising with specialist support services e.g. vision and hearing specialists and providing appropriate and adapted equipment to suit individual needs;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this (as above);
- offering a rolling Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD, epilepsy, attachment disorder and other conditions which affect learning (as required to suit children on roll and their needs);
- modifying worksheets and curriculum content into large font for pupils with a visual impairment;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and chronic medical conditions within the school environment (as required to suit children on roll and their needs).

Physical Environment

St. George's CE Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to main school entrances;
- providing railings for staircases internally and externally;
- installing a wheelchair accessible lift to the upper floor(s);
- providing an accessible toilet with shower and changing facilities;
- ensuring that there is good lighting throughout the school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring interactive whiteboard projectors, plumbing, fans and heating are regularly serviced to limit noise emissions wherever possible.
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision.

Information

St. George's CE Primary School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing 'easy read' versions of our school policies on request;
- using social stories, visual calendars and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to St. George's CE Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats, and within a reasonable timeframe, on request.

Our Accessibility Plan has been written based upon information from the Local Authority (and/or site surveyor from the Diocese) and in consideration of the needs of the pupils, parents, staff and governors of the school. It will advise other school planning documents.

St. George's CE Primary School will work in partnership with the Local Authority / Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

St. George's Accessibility Plan will be implemented by the Headteacher, SENDCo, Management Team and the Local Governing Body.

Sufficient resources will be allocated by the Governors to implement this Accessibility Plan.

6. Monitoring

The Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Finance and Environment Committee.

The Governing Body will monitor St. George's CE Primary School activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

St. George's CE Primary Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

St. George's CE Primary School complaints procedure covers the Accessibility Plan.

Last Review: Local Governing body: Autumn 2024

Review date by the Local Governing Body: Autumn 2027

ST. GEORGE'S ACCESSIBILITY PLAN - Autumn 2024 to Autumn 2027: Improving Access to the Curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?	Updates
<p><i>A CPD programme to be developed to ensure that all staff members have an awareness of learning and emotional well-being and the strategies that can be used to support identified pupils and staff..</i></p> <p><i>All staff to be trained in relational practise and therapeutic thinking.</i></p>	<ol style="list-style-type: none"> 1. <i>INSET briefing for all staff on monitoring and supporting children's mental health and wellbeing (activities/strategies, PSHE/ RE surveys).</i> 2. <i>Specific children will be identified and supported e.g. ELSA provision & TA support to ensure children are emotionally ready to learn (staff member(s) also DSL trained).</i> 3. <i>Engagement with parents, sharing mental health and wellbeing strategies.</i> 4. <i>Designated Teacher and Personal Education Plans for Looked after Children.</i> 5. <i>Staff Survey and Action Plan.</i> 6. <i>Staff access to counselling, if required, via staff insurance policy.</i> 	<ol style="list-style-type: none"> 1. SENDCo 2. SENDCO & ELSA TA 3. Designated Mental Health Champion, 4. Designated Teacher for LAC 5 & 6. Headteacher in liaison with Designated Mental Health Champion 	<p><i>Annual updates, dependent on new staff & pupil intake</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Termly, when needed</i></p> <p><i>Ongoing</i></p> <p><i>Autumn term 2024</i></p>	<ul style="list-style-type: none"> • <i>Pupils with emotional/social needs and/or ADHD/ODD/attachment diagnosis/needs have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs.</i> • <i>Teachers and support staff are confident in meeting the needs of pupils' emotional/social requirements and/or ADHD/ODD/attachment needs.</i> • <i>Improved overall attendance of SEN and vulnerable groups, including for pupils with an EHCP.</i> • <i>Pupils and their families feel supported and their needs understood.</i> • <i>Personal Education Plans identify and address LAC needs to improve access to curriculum.</i> • <i>Staff requiring support have access to counselling as required to develop resilience for teaching post Covid19 lockdown.</i> 	<ul style="list-style-type: none"> • <i>Liaison between ELSA TA, SENDCO and Headteacher to monitor the progress of overall wellbeing of pupils.</i> • <i>Letters, newsletters, emails, parental liaison, website.</i> • <i>Personal Education Plans reviewed termly thereafter for LAC.</i> • <i>Staff Insurance Policy reviewed.</i>
<p><i>All out of school activities, including residential, need to be planned in</i></p>	<ol style="list-style-type: none"> 1. <i>Ensure all school staff members are aware of the duties on schools set out within the Equality Act 2010 and the need</i> 	<p><i>Management Team</i></p>	<p><i>Ongoing</i></p>	<ul style="list-style-type: none"> • <i>Out of school activities are planned with consideration re how pupils with a disability will be included.</i> 	<ul style="list-style-type: none"> • <i>Risk Assessment Co-ordinator and trip leaders complete pre-visits</i>

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?	Updates
<p><i>advance to ensure that all pupils with a disability or who are vulnerable are able to take part.</i></p>	<p><i>to provide reasonable adjustments through virtual staff meetings & other methods of communication.</i></p> <ol style="list-style-type: none"> <i>2. Review upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</i> <i>3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</i> <i>4. Forest School sessions to be timetabled/arranged for all pupils.</i> <i>5. Carey Camp Days for vulnerable pupils (Purbeck Sports Partnership)</i> 	<p><i>EVC/Risk Assessment Co-ordinator in liaison with lead teacher for the trip</i></p> <p><i>Individual class teachers, SENDCo and EVC/Risk Assessment Co-ordinator</i></p> <p><i>Pupil Premium Champion</i></p> <p><i>PE lead</i></p>	<p><i>Ongoing</i></p> <p><i>As and when trips are scheduled</i></p> <p><i>As and when trips are scheduled</i></p>	<ul style="list-style-type: none"> <i>• All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</i> <i>• Pupils with a disability and vulnerable pupils have access to school activities such as trips out, residential visits, extended schools activities and sporting events.</i> <i>• As above</i> <i>• Pupils and their families feel included in out of school and enrichment activities.</i> 	<p><i>to assess risks and check suitability/access for disabled pupils and for pupils with SEND</i></p> <ul style="list-style-type: none"> <i>• Forest School sessions weekly during 2024/2025</i> <i>•</i>

ST. GEORGE'S ACCESSIBILITY PLAN - Autumn 2024 to Autumn 2027: Improving the Physical Environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding Policy, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases, Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?	Updates
<i>To create a safe, accessible outdoor space for pre-school and reception children to use.</i>	<i>1. School staff to work with CLP and contractors to get quotes/plans on how to best utilise our outdoor space for our youngest pupils.</i>	<i>Headteacher Health & Safety Governor</i>	<i>2024-2025</i>	<i>Grant applications will need to be made</i>	<ul style="list-style-type: none"> • <i>The children in pre-school and reception will have a dedicated space to use outside for continuous provision.</i> 	<ul style="list-style-type: none"> •

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?	Updates
<p><i>Internal areas developed to provide safe spaces for vulnerable children/children on the SEND register.</i></p>	<p><i>1. SENDCo/Headteacher to liaise with class teachers about those children you require safe spaces. 2. Space spaces created in identified areas of the school to support identified children on the SEND register within KS2 to allow them safe time out spaces.</i></p>	<p><i>Headteacher, SENDCo, Class teachers, TAs</i></p>	<p><i>September 2024</i></p>	<p>No cost required.</p>	<ul style="list-style-type: none"> • Identified children will have areas in which they feel safe and calm to improve behaviour for learning patterns and attitudes to school. • Teachers will monitor improved focus/attitude towards learning and school for these children. 	

ST. GEORGE'S ACCESSIBILITY PLAN - Autumn 2024 to Autumn 2027: Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible ?	When will this be done?	Cost (est.)	How can we tell if this is successful?	Updates
<p>1. Raise awareness of the importance of using a range of communication systems according to individual needs, including pupils, staff and parents.</p>	<p>1. Progress plans/smart targets. 2. Close liaison with SENDCo ,SALT and parents as well as other specialist services, if required, appropriate to the needs of pupils at the school. 3. Investigate the potential for a 'listen' option on the website.</p>	<p>SENDCo Class teacher Relevant teaching assistants SEND professionals School website administrator</p>	<p>Ongoing throughout the year.</p>	<p>No costs TBC</p>	<ul style="list-style-type: none"> • Staff are aware of the different ways in which pupils take on and learn new information. Thought is given to all future communication with disabled pupils and parents in mind. • The school is more effective in meeting the needs of pupils with a disability. • Pupils with a disability and their parents feel welcome and confident that their needs are being met. 	<ul style="list-style-type: none"> • SENDCo oversees SMART targets for pupils on SEND register in liaison with class teachers • Professional meetings with SENDCo, including SEND Planning Meeting (ongoing) • Website makes clear that accessible documents are made available on request via the school office. Further investigations still required re potential for 'listening option'.