



**ST GEORGE'S  
CE SCHOOL**

# **St George's C of E School and Nursery**

## **Accessibility Policy**

**2017 - 2020**

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## Statement of intent

St George's C of E School and Nursery is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Signed by:

**Steven Herbert**

Headteacher

14.3.2017

Date:

**Jean Mease**

Chair of governors

14.3.2017

Date:

## **1. Legal framework**

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- **United Nations Convention on the Rights of the Child**
- **United Nations Convention on the Rights of Persons with Disabilities**
- **Human Rights Act 1998**
- **Special Educational Needs Regulations 2014**
- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Equality Act 2010 (Specific Duties) Regulations 2011**

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- **The Equality Act 2010 and schools', DFE (2014)**

1.3. This policy will be used in conjunction with the following policies and procedures:

- **Equality and Diversity Policy**
- **Equality Information and Objectives Policy**
- **Early Years Foundation Stage (EYFS) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Equal Opportunities and Dignity at Work Policy**
- **Admissions Policy**
- **Behaviour Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administering Medication Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**
- **Health and Safety Policy**
- **School Development Plan**

## **2. Definition**

- 2.1. A person is defined as having 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.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

## **3. Roles and responsibilities**

- 3.1. **Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.**
- 3.2. **The headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.**
- 3.3. **The governing body, or a select committee, will be responsible for monitoring the Accessibility Plan.**
- 3.4. **The full governing body will approve the Accessibility Plan before it is implemented.**
- 3.5. **All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.**
- 3.6. **The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.**
- 3.7. **During a new pupil's induction at St George's C of E School and Nursery, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.**
- 3.8. **The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.**
- 3.9. **The headteacher, governing body and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.**
- 3.10. **The special educational needs and disabilities coordinator (SENCO) will work closely with the headteacher and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.**
- 3.11. **All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.**

- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

## 4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs Policy.

4.2. The Accessibility Plan will be presented as a freestanding document (see appendix 1)

4.3. St George's C of E School and Nursery's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- **To increase the extent to which pupils with disabilities can participate in the curriculum**
- **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
- **To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.**

4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in June 2019.

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.10. St George's C of E School and Nursery will collaborate with the LA in order to effectively develop and implement the plan.

4.11. An access audit will be undertaken by the SENCO and SEND Governor every year.

4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. St George's C of E School and Nursery strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. St George's C of E School and Nursery is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.6. St George's C of E School and Nursery will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. St George's C of E School and Nursery will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. St George's C of E School and Nursery will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

## **7. Curriculum**

- 7.1. St George's C of E School and Nursery is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. St George's C of E School and Nursery aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The class teacher and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.



## **8. Physical environment**

- 8.1. St George's C of E School and Nursery is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are few parts of St George's C of E School and Nursery to which pupils with disabilities have limited access to (cottage/SEND office areas)
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The governing body and headteacher will review the policy in collaboration with the SENCO's support.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.



**ST GEORGE'S  
CE SCHOOL**

# St George's C of E Primary School and Nursery Accessibility Plan

**2017 - 2020**

## Contents

### Statement of intent

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

## Statement of intent

This plan should be read in conjunction with the **School Development Plan and Accessibility Policy** and outlines the proposals of the governing body of St George's CE Primary and Nursery School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	<b>S Herbert</b> , HT	Date:	14.3.2017
<b>J. Mease</b>	Chair of governors	Date:	14.3.2017
_____		_____	_____

Next review date: 14.3.2019 \_\_\_\_\_

14.3.2018 (Reviewed by HT and shared with staff and governors- **see annotations of HT review in bold**)

## Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum (see appendix)	Headteacher/ teachers/SENCO/ <b>SEND Governor</b>	Summer 2018	<p>Management and teaching staff are aware of the accessibility gaps in the curriculum</p> <p>All school staff and the governors to have access to training on disability equality and inclusion to support curriculum planning and understanding of accessibility(HT review Mar 2018)</p> <p>A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion</p> <p>(Ongoing- Governor to attend relevant training)</p>	Summer 2018

<b>Medium term</b>	Staff members do not know how accessible OOHL is for pupils with SEN or a disability. Staff don't know the uptake of OOHL by SEND pupils	Audit of OOHL	SENCO/OOHL Coordinator	Autumn 2017	Staff members know which OOHL is accessible or not, and how much is being accessed by pupils with SEND. <i>OOHL accessible in all practicable cases- particularly successfully in Nursery</i>	Autumn 2019
	Teaching and learning optimally suited to pupils with hidden disabilities ADHD, ASC, SpLD	CPD on Dyslexic-friendly practices, on supporting pupils with sensory needs	Teachers/SENCO	Spring 2018	Evidence of increased levels of Quality First Teaching that supports pupils with hidden disabilities.	Summer 2018
<b>Long term</b>	Staff teaching pupils with VI do not have appropriate CPD to support pupils (who are currently in 2yo unit- will be in YR or R)	Provide CPD for staff in main school for VI	Headteacher /SENCO	Summer 2018	Pupils with VI can access lessons	Summer 2018

## Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff working with pupil with VI and Cerebral Palsy in Nursery need further training on moving/handling to enable safe moving as he gets bigger	CPD from Carole Barry, specialist recommended by Occupational Therapist	SENCO/Deputy Head to organise CPD if needed	Spring 2017	Staff feel confident and comfortable moving pupil between his chair, standing frame and other locations.	Summer 2017. Achieved – Carole Barry did M&H assessment on 03.05.17
<b>Medium term</b>	Staff do not know if building and environment now meets current legislation	Audit of physical environment (see appendix)	SENCO and Deputy Head	Spring 2017	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	<b>Autumn 2019</b>
	It is not known if learning environment of pupils with visual impairment is accessible	Adjustments to be made according to advice from	SENCO/staff	Autumn 2017	Learning environment is accessible to pupils with visual impairments- especially focus on Nursery, where 2 pupils with VI will transfer to from Jan 2018.	<b>Summer 2018</b>

		habilitation specialist			<i>This is ongoing, as Reception Class area in school may not meet needs. HT and SENCO to meet with School Case Worker- Easter 2018 (HT Mar 2018)</i>	
<b>Long term</b>	New locations of classrooms e.g. Music room to conform to accessibility standards.	Adjustments to be made when relocating classes in preparation for Sept 2017	HT/SLT to ensure consideration is given to accessibility requirements	Summer 2017	Children with SEND working in new classroom which is currently the music room are not adversely affected by physical limitations of the room	Autumn 2018
	<b>No disabled parking bays due to physical urban context of school (eg: school has no parking)</b>	<b>HT to seek outcome with Local Authority and Highways Dept</b>	<b>HT/SLT to ensure consideration is given to accessibility requirements</b>	<b>Autumn 2018</b>	School know whether the provision of a disabled bay is practicable and if it is, have implemented a plan to provide one.	Summer 2019



## Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Summer 2017	School is aware of accessibility gaps to its information delivery procedures	Autumn 2017
	School does not know how to make written information accessible	School seeks advice from external advisors	SENCO	Autumn 2018	School is aware of local services for converting written information into alternative formats	Spring 2018
<b>Medium term</b>	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	Spring 2018	Written information is fully accessible to children with visual impairments	Summer 2018
<b>Long term</b>	School website is not accessible to children with SEND	Audit of website and improvements to be effected.	ICT manager	Summer 2018	Website is fully accessible	Autumn 2018

### Appendix: Accessibility Audit- 14.3.2018

Section 1- The school can deliver the curriculum to all pupils.

Statement	Fully	Partly	Not	Plan prompt
Teachers and assistants have trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.		x		
<b>All school staff and the governors have had the access to training on disability equality and inclusion.</b>		x		
We take advice to ensure our classrooms are optimally organised for disabled pupils.		x		
Positive images of people with different abilities are apparent in the classrooms and the school generally.	x			
Staff plan alternative ways of providing experience and understanding of parts of the curriculum i.e. All pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.	x			
Lessons are responsive to pupil diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	x			
Staff recognise and allow for the mental effort/additional time required by some disabled pupils, e.g. using lip reading, use of equipment in practical work.	x			
When renewing computer hardware and software, machines and materials are chosen to support vocalising, braille, touch screen and switches.	x			
Provision of laptops is considered	x			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	x			
The school links with other schools to share good practice	x			
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	x			
<b>A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.</b>		x		

Section 2 - The school is designed to meet the needs of all pupils (physical)

Statement	Fully	Partly	Not	Plan prompt
The size and layout of areas allow for all pupils, including wheelchair users		x		
In considering the school budget there is a clear plan to improve access for those with a disability.		x		
<b>There is a plan which shows priorities for major and minor works, costed and included in the SDP.</b>			x	
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	x			
Emergency and evacuation systems set up to inform all pupils including those with SEN including alarms and both visual and auditory components.	x			
Policy is in place for the safe and effective administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. pupils taking medication, pupils with limited toilet training.	x			

Pathways of travel around the school site and parking are safe. <b>Disabled parking spots are available.</b>		x		
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	x			
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for hearing impaired pupils and advice sought from other agencies to take appropriate measures in the classroom.	x			
The décor or signage is not confusing or disorientating for disabled pupils with a visual impairment, autism or epilepsy. Colour schemes are considered to provide colour and tonal contrast for visually impaired pupils.		x		

Section 3 - The school delivers materials in other formats (access to information)

Statement	Fully	Partly	Not	Plan prompt
<b>Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with forms of printed information.</b>		x		
Information is presented to groups in a way which is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		x		
ICT facilities are used to produce written information in different formats		x		
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI(visual impairment), HI(hearing impairment), ASD(autistic spectrum disorder) teams, occupational therapists, speech therapists, school nurse.		x		
There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.	x			