

St. George's Central CE Primary School and Nursery Accessibility Plan 2019-2022

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all our children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

To help us achieve this we aim:

- To offer a broad and balanced curriculum with a range of similar learning experiences for all children
- To provide a happy, stimulating environment where positive learning takes place and where children can develop their full potential
- To encourage and sustain each child's curiosity and spontaneity
- To foster independent learning
- To provide a welcoming, caring and safe environment where children can develop self-respect, a sense of individual worth and are able to co-operate with, and show consideration to others
- To develop links with the home, school and church and involve parents and the wider community in the life of the school

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns and is available on our school website and as a paper copy on request.

We have included a range of stakeholders in the development of this accessibility plan, including children, staff and governors of the school.

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Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. The initial plan and any further reviews will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Scheme
- Special educational needs (SEN) information report
- SEND (Special Educational Needs and Disability) policy
- Managing medicines in school policy

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Action Plan

Aim	Current Good Practice	Objectives	Action to be taken	Person responsible	Date to complete by	Success criteria When will you review implementation?
<p>Increase access to the curriculum for children with a disability or special educational need.</p>	<p>Our school offers a differentiated curriculum for all children.</p> <p>Adaptations are made to ensure children with a disability are able to access curriculum activities.</p> <p>Curriculum progress is tracked for all children, including those with a disability or special educational need. The progress of these children is discussed at progress meetings on a termly basis and next steps to promote their progress are agreed between class teachers and senior leaders.</p> <p>The curriculum is</p>	<p>Develop the provision in school for those children with sensory needs.</p>	<p>Create a sensory room within school.</p> <p>Purchase resources to support children with sensory needs.</p> <p>Decorate the sensory room so it engenders a calming ambience and is suitable for children with sensory needs.</p>	<p>Mrs O'Brien Mrs Davies</p>	<p>July 2019</p>	<p>The sensory room will be established and used by children throughout school.</p> <p>Equipment will be purchased and will be available for children to use.</p> <p>The resources and provision for the sensory room will be reviewed on an ongoing termly basis to ensure we have the correct equipment for children's needs.</p>
		<p>Develop the visibility of children with disabilities within the curriculum.</p>	<p>Source and use within classes more resources which include examples of people with disabilities.</p> <p>Ensure books available both as home readers and in the school library provide a positive representation of people with disabilities.</p> <p>Purchase more books and resources that fulfil this.</p>			<p>Mrs O'Brien</p>

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	currently undergoing a review and the needs of children who require support to access it are being taken into account on an ongoing basis.	Ensure resources available within school are tailored to the needs of children who require support to access the curriculum.	Purchase resources for children with dyslexic tendencies, such as reading overlays and coloured reading rulers. Source specialist help and recommendations from the Targeted Education Support Service.	Mrs O'Brien	December 2019	More resources for children with specific needs will be available. This will be reviewed termly.
		Review the PE curriculum to ensure PE is accessible for all.	Gather information related to disability sports and consider how this can be included within the PE curriculum.	Mrs O'Brien Mr Cooke	December 2019	The PE curriculum will be reviewed and adapted where necessary to ensure that it is accessible for all. This will be reviewed in the summer term of each year.
Improve the physical environment of our school to enable disabled children to take better advantage of the facilities provided.	Our school environment is all on one level. There are no steps anywhere inside the school grounds or outside and where the terrain requires it access is available through slopes on paths.	Ensure all resources children may need are at a height accessible by wheelchair users.	Check storage of existing resources. Purchase more shelving and storage at a wheelchair accessible height.	Mrs O'Brien	September 2019	All resources accessible to children will be stored at a height accessible for a wheelchair user. This will be reviewed in the summer term of each year.

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	<p>Corridor width is suitable for wheelchair users.</p> <p>We have a disabled parking bay in the car park which is available at all times of the day.</p> <p>We have two disabled toilets and changing facilities.</p> <p>We have a wet room which is available if required.</p>	<p>Improve the layout and setup of the Key Stage One and Early Years area of school.</p>	<p>Change the layout of furniture and resources in the resource area to improve access for people with disabilities.</p> <p>Develop the flooring so it is more suitable for people with disabilities.</p>	<p>Mrs O'Brien</p>	<p>July 2021</p>	<p>The layout of this part of school will be improved and will be more suitable for people with disabilities.</p> <p>This will be reviewed in the summer term of each year.</p>
<p>Improve the delivery of information to children and parents with disabilities.</p>	<p>We provide paper copies of all school information in the vestibule near the school office for families to collect.</p> <p>Online versions of school communications are sent to all parents.</p>	<p>Develop the use of communication methods to ensure information is accessible to parents.</p>	<p>Provide copies of school information in large print and ensure parents are aware that this is available.</p>	<p>Mrs O'Brien Mrs Smith</p>	<p>December 2019</p>	<p>School information will be available in large print and other formats and parents will be aware of this.</p> <p>This will be reviewed in the summer term each year.</p>
	<p>Text messages are routinely used as a method of communication with parents.</p> <p>Parents are encouraged to use the St George's Central app which provides key dates, information and</p>	<p>Develop the use of communication methods to ensure information is accessible to children.</p>	<p>Provide copies of resources in large print or in other formats when required. Ensure children know this is available and encourage them to ask for it if they require it.</p> <p>Share the Boardmaker resource with members of staff that work with</p>	<p>Mrs O'Brien</p>	<p>December 2019</p>	<p>Resources for children will be available in large print and other formats and children will be aware of this.</p> <p>Boardmaker resources will be used to support communication within school.</p> <p>This will be reviewed in the summer term each year.</p>

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	<p>reminders to parents through a mobile device of their choosing.</p> <p>We work closely with the Ethnic Minority Achievement Service (EMAS) and their staff attend meetings at school for the families of any new starters whose first language is not English.</p> <p>PODD and PECS books have been used to aid communication for some children with specific special needs. A copy of Boardmaker which creates the pictures for both systems is available within school.</p>	<p>children with significant communication difficulties.</p>				
		<p>Develop the use of interpreters and the EMAS team when liaising with EAL families.</p>	<p>Ensure all staff are aware of the EMAS services available. Ensure parents' evenings and progress updates are available with an interpreter.</p>	<p>Mrs O'Brien</p>	<p>December 2019</p>	<p>When required EMAS services and interpreters will be used more frequently in school.</p> <p>This will be reviewed on an ongoing basis.</p>

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