

# Accessibility Plan

## 2022 – 2025

### (2024 update)



Accessibility Plan developed by Mrs Leech (Inclusion Leader): June 2022

Plan approved by Governors: July 2022

Plan updated: September 2024

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "Mr M Grogan".

Headteacher

Plan shared with staff and shared on the school website: July 2022

2024 update shared with staff and shared on the school website: September 2024

***'Never settle for less than your best'***

## ACCESSIBILITY PLAN 2022 – 2025

### 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.

### 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.

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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 Policy.
- Special Educational Needs (SEN) information report.
- SEND (Special Educational Needs and Disability) Policy.
- Intimate Care Policy.

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## Action Plan 2022-2025

Aim	Improve the physical accessibility of the school so that the school's facilities can be accessible to all children, staff or visitors to the school.				
Current Good Practice	<p>*The school is on one level with no steps. The corridors are wide enough for a wheelchair user to access with space for people to pass by. There are also turning spaces for a wheelchair at regular points along corridors.</p> <p>*A disabled parking space is available on the school car park with easy access to the path that reaches the entrance to the school building.</p> <p>*Resources in classrooms are stored at a low height and clearly labelled so they can be accessed by all children and staff.</p> <p>*Sensory rooms are provided in both areas of school as a calming environment for children as and when required.</p> <p>*Two disabled toilets are provided with access to washing facilities.</p> <p>*Classroom displays are adapted so they are neutral in appearance to reduce visual stimulation and provide a calming environment.</p> <p>*Flooring is suitably firm for wheelchairs to manoeuvre. Where classrooms have 'hard' flooring, furniture has been selected with rubber grips to reduce auditory disturbances.</p> <p>*Newsletters and other school information are provided on the school website, by email to parents, through class 'Seesaw' pages and hard copies are available in the school's main entrance.</p> <p>*A 'digital' copy of the school's newsletter, which has been recorded by children is also provided.</p> <p>*A translation option is available on the school's website and Seesaw.</p>				
Objectives	Action to be taken	Staff responsible	Date to complete by	Success criteria	September 2023 update September 2024 update
Ensure that people with auditory and visual impairments are able to access all of the sites facilities.	Ensure that alarms have both visual and auditory components.	Mrs Leech and Mrs Smith	May 2025	There will be a visual component to fire alarms in all areas of school so that any person with auditory impairments remains safe in an emergency. This will be tested weekly as part of the regular fire alarm testing.	Site survey has taken place (Monday 18 <sup>th</sup> September 2023) and a quote requested for work to be undertaken.  A quote has been received and work is due to be undertaken in Autumn 2024
	Ensure that the school's reception and meeting rooms are fitted with an induction loop.	Mrs Leech and Mrs Smith	July 2023	An induction loop will be readily available so that any visitors to school can access the same opportunities as other visitors. This will require regular testing in line with the provider's recommendations.	Site survey has taken place (Monday 18 <sup>th</sup> September 2023) and a quote requested for work to be undertaken.  A quote has been received and work is due to be undertaken in Autumn 2024
	Upgrade the school's phone system so that people with hearing impairments can access the phone system.	Mrs Smith	July 2025	Regular maintenance and testing will be carried out in line with the manufacturer's recommendations.	A request will be made to include this facility as part of the upcoming telephone upgrade.  As part of the telephone system update, the system was upgraded so that people with hearing impairments can access the phone system.

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	Provide information for visitors in a variety of formats including: -large print -audio	Mrs Leech	July 2025	The essential information provided by school to new staff members and parents will be available in audio and large print. This will be updated as the essential information (policies, induction packs etc) are updated.	All information on the school website can be read aloud using the 'read aloud function when using a desktop computer or laptop. This function is also available on phones and tablets through the settings of the individual operating system. Our website can be viewed using the zoom feature on individual devices and any copies of policies can be printed at a larger scale. TL to show admin staff how to do this. To speak to Mr Grogan about adding an explanation of these features to the school website.  Information has been shared with admin staff about how to print documents at a larger scale and they have been asked to provide relevant documents in this format where appropriate
Improve accessibility for wheelchair users.	Ensure that the bookshelves for home reading books are accessible to all children.	Mrs Leech and English Leader	July 2024	The current shelving is inaccessible so will either require replacements or a facility so that baskets can be easily accessed.	Move free reader baskets into library and sharing books to make all books more accessible and on a lower level. Replace current shelving with low level shelves.  Free readers and sharing books have been made more accessible. Many of our home reading books are at an accessible level but some remain on higher shelves. An adult is available to help children who are unable to access higher shelves.
<b>Aim</b>	Improve access to the school's facilities for parents and children with English as and additional language.				
<b>Current Good Practice</b>	*Newsletters and other school information are provided on the school website, by email to parents, through class 'Seesaw' pages and hard copies are available in the school's main entrance. *A 'digital' copy of the school's newsletter, which has been recorded by children is also provided. *A translation option is available on the school's website and Seesaw. *Support is provided by the Ethnic Minority Advisory Service to those children most in need.				
<b>Objectives</b>	<b>Action to be taken</b>	<b>Staff responsible</b>	<b>Date to complete by</b>	<b>Success criteria</b>	<b>September 2023 update</b> <b>September 2024 update</b>
Ensure that parents who have English as an additional language are able to effectively	Signpost parents to the translation facilities available on the school's website and Seesaw pages so that parents can adequately communicate in their home	Mrs Leech	May 2023	As part of the induction to the school, a demonstration will be given to parents to show how to navigate the school's website. Policies and information that are stored in PDF format will need to be translated for parents	Parents of children who speak English as an additional language are shown these features by some class teachers. An update and reminder will be included as part of the Inclusion staff meeting in the Autumn term.

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communicate with the school and access information.	language.			where required as the translation facility will not translate PDF documents	This information is also communicated to parents at the annual inclusion workshop.  Admin staff have been shown how to translate PDF documents and advised to provide relevant documents to new families who speak English as an additional language.
	Ensure that welcome letters are readily available for new parents in a variety of languages.	Mrs Leech and Mrs Smith	July 2024	As part of the induction process for new parents, we will be able to provide an induction pack in the family's home language. This will ensure a smooth transition for families. Translations may need to be quality checked by native speakers where possible.	Translations of documentation can be provided as and when required.  Admin staff have been shown how to translate PDF documents and advised to provide relevant documents to new families who speak English as an additional language.
Improve accessibility to the curriculum for children with English as an additional language.	Provide a bank of visual communication resources for new students to utilise on entry to the setting so their basic needs are met.	Mrs Leech	December 2022	Children will have a consistent, smoother transition into the setting where the EMAS team may not be readily available.	A bank of visual resources is available but for children who speak no English, the EMTAS team is our first priority as visual resources will be personalised to the child.  Visual resources have been updated and are adapted and provided on a needs-led basis. The EMASS service continues to be our first priority for children who speak no English.
	Train staff members on use of the Bell Foundation assessment tool to ensure children make swift progression with their language development.	Mrs Leech	January 2023	Staff members will be more aware of children's stage of language development and will be able to identify next steps in supporting the development of children's language skills.	Specific staff members were trained on the use of the Bell Foundation Assessment tool on a needs led basis.  New staff were informed about this tool as part of their inclusion induction process.
<b>Aim</b>	Improve access to the curriculum for all children with Special Educational Needs so they make progress in line with the national average.				
<b>Current Good Practice</b>	<ul style="list-style-type: none"> <li>* Staff have received training on Quality First Teaching and using the Graduated Approach to support children who require it.</li> <li>* A personalised curriculum is provided to children who require it.</li> <li>* B Squared is used to assess children with Special Educational Needs and plan for their next steps.</li> </ul>				
<b>Objectives</b>	<b>Action to be taken</b>	<b>Staff responsible</b>	<b>Date to complete by</b>	<b>Success criteria</b>	<b>September 2023 update</b> <b>September 2024 update</b>
Support children in overcoming barriers to learning so they make excellent progress from their starting points.	Utilise the school's internal resource and skills audit to identify and source training and resources pertinent to the needs of our children.	Mrs Leech	December 2022	Resources will be purchased to support particular children and will ensure they are able to overcome barriers to learning. Training which is specific to supporting specific children will be sourced so they can be best supported to make maximum progress.	Training was provided for staff supporting children with cognition and learning difficulties. Resources to support children with SEMH difficulties were purchased and are used by targeted children. These include visual resources, ear defenders and weighted lap

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				<p>teddies. All staff have been trained on the use of technology to overcome barriers to learning and technology is readily available for staff and children to use to support their learning.</p> <p>Relevant training continues to be provided to relevant staff members in order for them to meet the needs of the children they are working with.</p>
Develop a consistent Quality First Teaching toolkit that is used across school to ensure that children's basic needs are met at a classroom level and fewer children require additional support in order to make progress.	Mrs Leech	December 2022	A consistent approach to Quality First Teaching will be outlined in the school's SEND Information Report. This will ensure that barriers to learning are addressed at the earliest opportunity.	<p>The school's approach to Quality First Teaching is detailed in the school's SEND Information Report. Consistent visual timetables have been adopted across school and many of our approaches to Quality First Teaching are informed by Rosenshine's Principles.</p> <p>In the academic year 2023/24, a staff training session was held around Quality First Teaching and staff were issued with a handbook which provides support and resources to ensure an excellent standard of quality first teaching is provided to all children.</p>
Provide regular updates to all staff members on how to support learning for children with additional needs.	Mrs Leech	Ongoing throughout the 3 year period.	Developments in SEND support strategies will be communicated to teachers on a termly basis so they are aware of the latest developments in research and good practise.	<p>Whole school inclusion INSETS (April 2022, April 2023), and a staff meeting in Autumn 2022 were held. Another staff meeting is due to be scheduled for the Autumn term in 2023. New staff members have been given an induction to inclusion.</p> <p>A further staff meeting was held in November 2023 to provide updates to staff around developments in our SEND provision. Inclusion induction meetings were held for new staff members in Autumn 2023 and September 2024.</p>

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