



**St George's
Primary School**

**Accessibility Plan
2017-2020**

This accessibility plan was reviewed in October 2017.

In recent years the school has made significant improvements to the physical environment. However these have not impacted on pupil achievement. Improving outcomes for children with SEND needs is the focus of the new leadership team and governing Body.

1. Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Ensuring that disability is not a disadvantage to children's achievement and progress.
- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

1.1. Definition of disability

The definition of disability under the law is a wide one.

A disabled person is someone who has 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.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.)

1.2 Current Range of known disabilities

The school has children with a range of disabilities including:

- Mental health
- Moderate and specific learning disabilities.
- Hearing impairments
- Vision impairments
- ASC needs
- ADHD needs
- Children recovering after cancer and other debilitating illnesses
- We have a small number of pupils and parents who have physical disabilities that affect access and need specialist equipment to support them.

Improving achievement for pupils with SEND needs

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
1. Ensure that children with SEND needs receive high quality support that promotes their achievement and well-being.	Appointed SENDCO in May 2017 to lead on improved provision.	May 2017 September 2017 and ongoing	SENDCO	<ul style="list-style-type: none"> Improved achievement (progress and attainment) for children with SEND (see curriculum targets for specific detail) Improved provision in class through focused support. Improved provision through staff training and confidence. Raised awareness, skills and confidence of staff when working with children with specific needs.
	Promote understanding of new SEND regulations through revised training, use of Personal Centred Profiles and Support Plans	September 2017	SENDCO, HT and DHT	
	Develop a rolling program of high quality training to improve provision for children with disabilities. This will be focused on: <ul style="list-style-type: none"> ASC, Dyslexia/Dyscalculia Mental health Supporting medical conditions over the next three years 	September 2017	SENDCO and SLT	
	Promote understanding of statutory roles through online training using Educare for key staff	September 2017	HT and SENDCO	

Target	Strategies	Time-scale	Responsibility	Success Criteria
2. Ensure that provision is designed to meet SEND needs of pupils at St George's and meet all statutory responsibilities.	Audit provision against SEND Code and needs of children at St George's	June 2017	SENDCO, HT and DHT	Ensure that staff plan effectively for any individual needs so that achievement improves.
	Develop provision map for high quality provision in all areas against SEND Code of Practice.	September 2017	SENDCO and SLT	
	Develop audit and monitoring programme to ensure that provision is meeting the school's expectations.	September 2017	SENDCO, HT and DHT	
	Develop and commission partnerships to ensure high quality provision (Talk about Town, hearing support, SENNATT etc).	September 2017	SENDCO, HT and DHT	
3. Ensure all staff are aware of how to ensure that disabled children have best support to access curriculum.	Set up a system of individual access plans for disabled pupils when required. Include details in Personal Centered Profiles for required support. This could include hearing, enlarged fonts, visualisers, environment adaptations etc.	October 017	SENDCO	Ensure that staff plan effectively for any individual needs so that achievement improves.
4. Use ICT software to support learning	Take advantage of new ICT network to: Make sure hardware/software is installed where needed. Again this should be identified in PCP. Use best practice in ICT to improve accessibility. Examples include hardware such as hearing loops, roller ball controllers and software such as IDL Cloud, Mabel , Speech and Language	September 2017	SENDCO and SLT	Ensure that staff plan effectively for any individual needs so that achievement improves.

Improving access to the physical environment of the school

School has spent a lot of money to ensure that all parts of the school are now accessible. This includes access to:

- Classrooms and teaching areas
- Sports Halls
- Toileting facilities on all sites
- Main offices
- Halls and eating areas

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Address last access barrier on top site so that all areas are accessible without discrimination.	Install a ramp in upper site courtyard to ensure accessibility.	April 2018.	HT, SBM	Improved access to all areas for pupils.
Improve access to learning resources for children with disabilities,	Ensure that we have low shelf height libraries across the school. Introduce accessible help desks across the school for accessing resources.	Sept 2017	SLT	Ensure that all children can access learning resources that are used on a day to day basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired	Sept 2017	SBM and HT	<ul style="list-style-type: none"> Improved support for pupils who require accessibility help. Minimise barriers to access to school information (language, font size etc). Pupils and/or parents feel supported and included
Ensure that all information can be enlarged (electronically) or available in larger font.	Provide suitable enlarged, clear print for pupils/parents with a visual impairment. If required for children this will be part of PCP aims	Sept 2017	SENDCO, Office Manager	
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible. Select language button on new website for immediate translation.	Sept 2017	SBM and HT	