



**"Let your light shine" Matthew 5:16**

**St. George's C of E First School and Nursery is a community of happy, confident people, who are empowered and inspired to excel.**



# Accessibility plan

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed on:</b>	March 2021
<b>Next review due by:</b>	March 2024

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### 1. 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

St. George's C of E First School is a diverse school, where people from many different backgrounds and cultures work together. This school has a longstanding commitment to celebrating this diversity, promoting good relations between our diverse communities, and ensuring that our services are appropriate and accessible for everyone. Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St. George's we believe that all children are entitled to an education that is appropriate to their needs and promotes the highest standards of achievement. By ensuring each child receives this provision we will enable them to become happy, confident people who are empowered and inspired to excel.

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 works constructively and in close partnership with a range of organisations to develop and implement the plan. For example Worcestershire Children First, Chadsgrove School Support Services and other schools within Endeavour Schools Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• The curriculum is underpinned by our Christian Values – respect, compassion, honesty, forgiveness and responsibility</li> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>Further promote the school's inclusive ethos and further develop understanding and respect for differences</p>	<p>Resources in a range of curriculum areas to include examples of people with disabilities</p>	<p>SENDCo and curriculum leaders</p>	<p>By March 2023</p>	<p>Pupils across the school can articulate accurately and appropriately a range of disabilities other people experience</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	To ensure library books are accessible to wheelchair users.	Library shelves at wheelchair-accessible height	English Co-ordinator in partnership with Caretaker	By March 2024	All users of the school building can access appropriate reading materials
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Use of the Word Aware approach to explicitly teach new vocabulary to all pupils in all curriculum areas</li> <li>• Pictorial or symbolic representations and there is consistency in the representations used as a result of using Widget</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Videos</li> </ul>	To further strengthen communication with pupils with a disability	<p>All staff to have Signalong training</p> <p>Signalong manuals to be easily accessible to all staff</p> <p>Grow the use of Signalong with ALL pupils and in all curriculum areas/areas of school life e.g. assemblies.</p> <p>Pupils are encouraged to use Signalong signs to support their communication</p>	SENDCo and Curriculum leaders	<p>By March 2022</p> <p>By September 2021</p> <p>From March 2022</p> <p>From March 2022</p>	By ensuring the use of Word Aware and Widget continues the school will have developed a successful 'Total Communication' (an approach which allows individuals with communication difficulties to receive information and communicate in the most accessible way to them)

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Board.

#### **5. Links with other policies**

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Management Policy
- Curriculum Policy
- Special Educational Needs Policy
- Equality information and objectives (public sector equality duty) statement for publication