

Accessibility Plan

St. George's Primary School

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

- 2.1 Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.
- 2.2 The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:
- not to treat disabled pupils less favourably for a reason related to their disability;
 - to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; including educational visits;
 - to plan to increase access to education for disabled pupils.
- 2.3 This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 2.4 It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

3 School Priorities for Development of Vision & Values for the plan

The school has set the following priorities for the development of the vision and values that inform the plan:

- At St George's Primary School, we place great emphasis on valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards. The National Curriculum and Development Matters are our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We do this through overcoming potential barriers to learning and focusing on outcomes and assessment. We provide other curriculum opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils and provide access to the life of the school for all pupils. (This includes speech and language therapy, nurture groups and mobility training.)
- Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups in our school including disabled pupils.
- Some pupils in our school have disabilities and consequently require additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning. Most of our classroom entrances are wide enough for wheelchair access and most designated points of entry for our school also allow wheelchair access.
- Teachers modify teaching and learning as appropriate for these pupils. For example, they may give additional time to pupils with disabilities to complete certain activities and differentiate the tasks. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- Teachers ensure that the work for these pupils:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

4 School Priorities for Development of Information and Data for the plan

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- At present our school population includes pupils with Autistic Spectrum Disorder, hearing impairment, dyslexia, hypermobility, asthma and various allergies;
- The staff have had training in several medical conditions and emergency procedures;
- We also access training for staff as a particular need arises;
- We have ramps and wheelchair access into the school and many class doors are wide enough for wheelchair access;
- We access equipment designed to support pupils with disabilities. E.g. Alpha Smart/Brailler;
- We have a newly built disabled toilet and an area designated for changing nappies;
- We are aware that the school's future intake may include pupils with different disabilities and we have an extensive support network of different agencies that we can access if necessary;
- We have access to Pupil Asset that enables us to track the progress of different groups of pupils;
- Lesson observations indicate that pupils with disabilities learn effectively alongside their peers;
- We track patterns of attendance and exclusion for all our pupils including pupils with disabilities and work closely with parents to monitor this;
- We have a policy for the administration of medicines;
- We support parents with the transition to special or secondary school.

5 School Priorities in respect of Consultation for the plan

The school has set the following priorities in respect of consultation on the plan.

- We liaise closely with the parents of disabled children to ensure that they have a voice in ensuring the best education for their child. Each year we work extensively with transition plans for our pupils. We are willing to accompany our parents to other schools;
- We listen carefully to the views of the pupils themselves and always involve them in reviews or meeting about their future;
- We strive to incorporate the views and aspirations of the disabled population in our local community in order to extend our provision to them. (For example volunteers in school, visitors to fairs or assemblies, other visitors to school);
- We continually contact the local authority representatives to qualify our plan and discuss the needs of the pupils and the school.

6 School Priorities for Increasing Curriculum Access

The school has set the following overall priorities for increasing curriculum access:

- Teaching assistants target the pupils at the appropriate time and in a manner appropriate to the task in hand. They aim to maintain the pupil's independence;
- Additional training is provided as necessary according to the needs of the pupil and the needs of the teacher, support staff or in some cases parents and carers;
- Modified print and coloured overlays are provided to support pupils as necessary;
- We access Alpha Smart, IT equipment, angle boards, foot blocks and pencil grips to assist the pupils with difficulties;
- We seek external agency support when planning for pupils and when choosing resources and strategies to enable them to access the curriculum;
- We undertake pre-visits to the site of a forthcoming school trip in order to be ready to deal with any difficulties that may arise rather than leaving it to chance;
- We liaise with the staff of breakfast clubs, after-school clubs and lunchtime supervisors in order that all pupils have full access to all activities and provision.

7 School Priorities for Physical Improvements for Increasing Access

The school has set the following priorities for physical improvements to increase access:

- Many of our classroom entrances are wide enough for wheelchair access and all designated points of entry for our school also allow wheelchair access via a ramp;
- We have a disabled toilet and designated changing facilities;
- Our classrooms have floor coverings that reflect concerns over acoustics. (carpets);
- We are concerned that we provide adequate signage to the school for disabled access and general information and we are currently reviewing this;
- We provide visual information for visual learners. For example, visual timetables for pupils with a range of disabilities who are in need of a concrete structure for their day;
- The staff may use their creativity with resources and adjust or manipulate them for pupils with disabilities.(eg use of velcro or blu-tack);
- The staff seek advice from the educational psychologist, outside agencies e.g. ESHV/ESPD, outreach workers from special schools and staff in other settings who have had experience of working with disabled pupils.

8 School Priorities for Providing Information for Disabled Pupils

The school has set the following priorities for providing information for disabled pupils:

- We use signing for pupils with communication difficulties. (Makaton);
- We manage physiotherapy programmes for individual pupils where necessary;
- We make modifications to ICT equipment

9 School Priorities for the Management, Coordination and Implementation of the Plan

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To review and update the school's Accessibility Plan to comply with current legislation;
- To ensure that the plan meets the needs of all pupils and any pupils who may attend the school in the future;

- To review the plan to ensure that all staff are familiar with the needs of all disabled pupils and the training requirements;
- To ensure that any new staff are aware of the needs of all pupils in the school and relevant training is provided;
- To ensure that all staff, including support staff and administration staff are fully aware of the needs of any disabled pupil, staff, governor, parent/carer or visitor to the school;
- To ensure that the plan is consistent with, and takes account of other school policies, such as Inclusion and SEN.

The plan is designed to cover a three year period and will be reviewed on an annual basis by the headteacher, Chair of Governors and SENCo.

10 Evaluation

10.1 At each Annual Review the plan will be evaluated to ensure it is meeting the needs of all pupils.

10.2 The opinions of all stakeholders will be sought.

11 Support from within and beyond the school

The school will regularly seek the support and advice of relevant outside agencies and meet the training needs of staff as required.

12 Plan Implementation

This plan will be annually monitored and reviewed to ensure that it is being implemented according to the timetable indicated. Additional areas identified may mean that the plan will be modified or updated during the 3 year period.