



# St. George's Catholic Primary School and Nursery

## Accessibility Policy and Plan

At St. George's Catholic Primary School we encourage each child to recognise their own value both as an individual and as part of the school family. We expect and encourage a high standard of positive behaviour in relationships with other pupils, staff, parents and visitors.

We aim to enable every individual, made in the image and likeness of God, to learn, grow and reach their full potential.

We aim to be a loving Christian family living the values of the Gospel... developing caring relationships with the local and wider community

(School Mission Statement aims)

### ***To learn with kindness, respect and friendship through God's love.***

This Accessibility Policy and Plan has been drawn up in compliance with current legislation and requirement of the Disability Discrimination Act 1995, its extension (Disability Discrimination Order 2006) and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The aim is to reduce and eliminate barriers to access the curriculum, the school site and full participation in the school community for all pupils, future pupils, staff, volunteers and visitors with disability.

The plan will contain relevant actions to:

- 1) Improving access to the physical environment of the school
- 2) Increasing access to the curriculum for pupils with disability
- 3) Improving and making reasonable adjustments to the delivery of written information to pupils, parents and visitors with disability

### **Environment:**

St George's is generally a single story building with access to all parts of the building by a ramp or ground level. Foundation Stage and Key Stage one are all on one single level with access to the hall and the rest of the school via 3 steps. Class 3 and 4 are also accessed by 3 steps. The main entrance to the school has been remodelled with a door controlled by push button appropriately placed for wheelchair users. Classrooms are accessed by wide corridors and classroom and corridor doors have been widened in accordance with the DDA 1995.

The school has a disabled toilet which can be used for staff, pupils, parents or visitors.

Foundation Stage also has a disabled toilet for pupils, staff and visitors.

The car park, although small, has 2 bays for disabled parking, either side of the gentle ramp leading to the main entrance.

We have additional rooms for learning support and interventions and space has been made available in various areas around the school to deliver small-group programmes.

Classrooms are large and bright with new lighting to ensure good visibility for visually impaired pupils. Classrooms offer good acoustics conditions so that the impact of hearing difficulties are minimised.

We have a height adjustable table for wheelchair users; it can be provided where necessary.

We provide a quiet room which allows children time-out when they need personal space or time to work independently away from peers, if needed.

### **Curriculum:**

All children have entitlement to a broad and balanced curriculum which is appropriately differentiated to enable pupils to make progress, to achieve and to understand the relevance and purpose of their learning. Differentiation takes a variety of forms but activities can be planned separately or adapted, where appropriate, to ensure children succeed. Alternative methods of responding and recording may also be planned for where appropriate.

We support children so they can share the same learning experiences as their peers. We do not withdraw children from whole class teaching but there may be times when children work in small groups or one-to-one situations, outside the classroom, to maximise their learning outcomes.

Teachers specialisms are utilised and their areas of expertise is shared so all staff can benefit from professional development and the sharing of good practice. Teaching Assistant time is allocated on the individual needs of pupils and is continually reviewed throughout the year, maximising the progress that children can make.

All staff are offered training so we can ensure equality and understanding of individual needs of pupils, and how they best learn.

### **Information:**

We adapt printed materials so that children with literacy difficulties can access them and support children through paired support, peer support, TA support or teacher support.

We provide alternatives to paper and pencils for recording where necessary and use computers, laptops, Chromebooks or tablets where necessary.

We use a wide range of assessment procedures and techniques within lessons such as: mind-maps, storyboards, photographs, role-play, drama, video and interactive technology. This helps to ensure that children additional needs are more able to demonstrate their personal understanding and achievement appropriately.

# Accessibility Plan

## STRAND A: Increasing access to the curriculum

| <b>Target</b>   | <b>Strategy</b>  | <b>Time frame &amp; Responsibility</b> | <b>Monitoring &amp; Evaluation</b>  |
|---|--|--|---|
| Continue to develop range of learning resources that are accessible for pupils with a disability.                   | SENCO to review resources with each Curriculum Lead. Learning walks to see resources in use. Liaise with Educational Professionals (Psychologist) in relation to specific needs. | On-going<br>SENDCo & SLT               | Good range of resources in place to ease access. Staff and pupils being familiar with what is available and how to use it                             |
| All staff including Support Staff, Welfare Assistants and Kitchen to be aware of disabilities and individual needs. | Class teacher to ensure that relevant information is shared.   | On-going<br>SEDNCo & Class Teachers    | Lists and photos updated regularly. Asthma register update. Individual Health Care Plans developed with support from parents, SENCO and School Nurse. |
| Disability equality issues are incorporated into the board and balanced curriculum.                                 | Develop lesson plans to support. Resources to help embed greater understanding.  | On-going<br>SLT                        | Pupils have a greater understanding of disability and equality issues across the whole school.  |
| Ensure that pupils have access to all out of school activities; e.g. clubs, trips and residential visits.           | Review opportunities and provision to ensure compliance with legislation.  | On-going<br>SLT                        | Every pupil with a disability has access to trips and residential activities with reasonable adjustments within the constraints of the school budget. |
| Pupils recovering from major surgery / or serious illness; have minimal risk of contracting infections.             | Parents to be reminded of need to inform the school about infections that might cause other pupils difficulties.   | Review where necessary                 | Attendance - look at home visits / staggered return where necessary.  |
| Meet the needs of pupils during statutory end of KS2 tests.   | Pupils will be assessed in accordance with regular classroom practice; additional time, use of equipment etc will be applied as necessary.                                       | On-going<br>SLT & Y6 Staff             | All pupils will have appropriate access arrangements  |

## STRAND B: Improving access to the physical environment

| <i><b>Target</b></i>   | <i><b>Strategy</b></i>   | <i><b>Time frame &amp; Responsibility</b></i>  | <i><b>Monitoring &amp; Evaluation</b></i>  |
|--|--|--|--|
| Ensure that all areas of the school and grounds can be accessed by pupils and adults and continue to improve access of the physical environment for all.                         | SLT and staff to audit accessibility of the school building and grounds. Governors Resources Committee to check accessibility and provide comments to add into plan.   | On-going<br>Head & Governors   | Grounds are accessible as far as possible with the resources allocated.  |
| Increase wheelchair access and mobility of pupils - where our outdoor provision  | Ensure corridors are kept clear.<br><br>Consider if outdoor provision is skiable for wheelchairs where appropriate.<br><br>Discuss with School Council and Pupil Leadership Team to look for difficulties and solutions. | On-going with fire drills, etc.<br><br>Head, Site Manager, H&S consultant, Governors | Access around the school will continue to improve.<br><br>School council ware of difficulties for others and feed back to all classes. |
| The school will take account of the needs of all pupils and adults with physical and sensory difficulties when planning improvements or refurbishments to the site and premises. | Discuss with future building contractors. To have required needs implemented into construction plans and approved.   | As and when necessary<br><br>Head, Governors and contractors.                        | Planning takes account of any needed adjustments to the accessibility of school.   |
| School is aware of the access needs of disabled pupils and adults. All staff are aware of relevant issues and access.  | Individual access plans will be developed for all pupils with disability where necessary. IEP will make reference to any modifications needed.   | On-going<br><br>SLT  | Risk assessments to be carried out where necessary.  |

## STRAND C: Improving the delivery of information to disabled pupils

| <i><b>Target</b></i>  | <i><b>Strategy</b></i>   | <i><b>Time frame &amp; Responsibility</b></i> | <i><b>Monitoring &amp; Evaluation</b></i>  |
|---|--|---|--|
| Make information accessible to pupils and parents with disabilities.  | <p>Note to be made at the end of regular Newsletters.</p> <p>Reminding parents to notify us of accessibility needs.</p> <p>Possible hearing loop for School Reception area or individual classrooms.</p> | <p>On-going</p> <p>SLT, Staff</p>             | <p>Parents and pupils have greater access to information.</p> <p>School able to respond to requests for alternative formats.</p> |
| <p>To continue to strengthen connections with outside agencies.</p> <p>To look at best practice across the Strand Partnership</p> | <p>Create good links with other Lead Professional across the local area.</p>   | <p>On-going</p> <p>SENDCo, SLT, Teachers</p>  | <p>Staff, pupils and parents having access to additional support/provision.</p>  |