

Accessibility plan

St George's Junior School



Approved by: Mr M. Davies

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Next review due by: 16/3/2024

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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St George's Junior School is an inclusive school where we focus on the well-being and progress of every child. We have high expectations of all our children. To ensure they achieve their potential we engage a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. We aim to provide an education which is sensitive to individual needs and accessible to all children regardless of any additional identified need.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors

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 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.

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.

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 <i>Include established practice and practice under development</i>	Timescale	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>	<p>St George's Junior School offers a differentiated and modified curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>SENCO liaises with teachers of children with SEND each term to review their support and progress</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Seek appropriate advice and support from external agencies, e.g. Sensory Inclusion Service;</p>	<p>On-going</p>	<p>Evaluation and review of the curriculum through termly monitoring and updating of planning</p> <p>Monitoring of impact of additional resources and intervention strategies (termly)</p> <p>Pupil progress and target setting termly</p> <p>Termly review of pupil centered plan targets</p>	<p>CS and SLT</p> <p>KL and CW</p> <p>SLT</p> <p>Class teachers and KL</p>	<p>continuous</p>	<p>Children are happy and confident learners who access the curriculum.</p> <p>Classroom practice demonstrates highly effective strategies in meeting the needs of children with a SEND.</p> <p>Pupil progress and personal centered plans shows clear steps and progress towards meeting targets</p>

	<p>Produce a risk assessment to alert staff to the potential risks children with specific disabilities will face and ensure their safety at school, e.g. a named member of staff being responsible for a hearing impaired child during a fire alarm</p> <p>Provide targeted professional development for staff to meet the needs of individual children;</p> <p>Further develop TA specialisms by providing TAs with high quality, targeted training in pre- tutoring, effective interventions, pastoral support (including social skills),</p> <p>Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people;</p> <p>Learning plans are shared with parents and children each term;</p> <p>The progress of children with SEND is reviewed at least half-termly with team leaders;</p> <p>All clubs and visits are made accessible to all children;</p>					<p>The curriculum is appropriate to the needs of each individual child and enables achievement for all</p> <p>Pupils to have access to specialist aids and/or equipment where required</p> <p>Risk assessments are stringent and ensure effective measures are in place to avoid potential risk. Practice demonstrates effective procedures in maintaining safety</p> <p>Equal access for all.</p>
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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Completed.</p> <p>Continuous monitoring</p>	<p>Regular evaluation of the accessibility of the environment.</p> <p>Daily risk assessment of the physical environment to ensure needs are met</p>		<p>Headteacher</p> <p>Office Management</p>	<p>School environment is accessible to staff, pupils and parents</p> <p>Future improvements plans will take account of the needs of SEND provision and seek to include this in any adaptation made.</p>
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"> • Internal signage accessible to all • Large print resources • Pictorial or symbolic representations • Provide letters in large print as appropriate • Source large print texts for class and school libraries • Increase the font size, adapt page layouts and provide coloured overlays / exercise books for visually impaired 	<p>Continuous</p>	<p>Ensure this is available should it be required</p>	<p>Office manager and administration team</p>	<p>continuous</p>	<p>Pupils and adults are able to communicate effectively and access any information required</p>

	<p>children</p> <ul style="list-style-type: none">• All staff working with a child with a disability to be fully informed of their medical, learning and pastoral support needs and how best to support them;• Photos of children with significant health problems to be shared with all relevant staff and stored confidentially.					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) Information Report
- Supporting pupils with medical conditions policy

