

St George's C of E School

Accessibility Plan

Key Document details:

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Date: **February 2021**

Approver: **LGB**
Version No.:
Next review
date:
**February
2024**

Ratified:

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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.

Our vision statement: We aim to inspire the members of our community to follow God's light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility. In achieving our mission, we can all make a positive contribution to our global society.

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 including The White Horse Federation.

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.

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 <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | 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>Our school offers a differentiated 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 resources include examples of people with disabilities.</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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Pupil progress meetings, held 3 times a year, track progress of all pupils including those with disabilities.</p> | <p>Plan relevant interventions and support for pupils as required.</p> | <p>Class teachers</p> | <p>Nov, March, June</p> | <p>Disabled pupils make good progress compared to non-disabled pupils.</p> <p>Parents and pupils report how well they are supported.</p> |
| <p>Improve and maintain access to the physical</p> | <p>The environment is adapted to the needs of pupils as required.</p> | <p>All corridors are of appropriate width</p> | <p>Review area going into the hall.</p> | <p>Candida Hutchinson</p> | <p>November</p> | <p>People with a physical disability are always able to access all</p> |

| | | | | | | |
|---|--|--|---|--------------------------|---------|---|
| environment | <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | | | | | areas of the school easily and safely. |
| Improve the delivery of information to pupils with a disability | <p>Our school will use a range of communication methods to ensure information is accessible as required. This will include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations | Pupils with disabilities are supported to access all relevant information. | A schedule of regular CPD is created, focusing on resources and strategies to ensure disabled pupils are able to receive information effectively. | Class teachers and SENCO | Ongoing | Pupils with disabilities make good progress from their starting points. |

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 Principal and Local Board of Governors.

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 (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |

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|-------------------------|--|--|--|--|
| Internal signage | | | | |
| Emergency escape routes | | | | |