

# **Accessibility Policy**

**Reviewed on: October 2021  
To be reviewed: October 2023**

## **St George's CEP School Wrotham Kent**



Signed by:

Position held: Chair of Finance Committee

Date:

Signed by:

Position held: Headteacher

Date:

## St. George's CE Primary School Accessibility Plan 2021 – 2023



Here at St. George's CE Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.
- The information should be made available in various preferred formats within a reasonable time frame

The future planned action work will be overseen and co-ordinated by the governors' premises sub-committee, the curriculum sub-committee, and by the deputy head teacher.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at St. George's CE Primary School.

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Curriculum Access

Statement	Evidence	Action Required/When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training; CPD file. External Agency written reports and advice.	Regular SEN Staff Meetings updating advice regarding knowledge of learning styles. <i>Termly.</i> <i>On-going CPD</i>
When required the appointment of TA to work closely with physically disabled pupils.		TA to be appointed in school when required.
Pupils with emotional, social and behavioural difficulties are supported in school.	SENCO to request advice from external agencies.	<i>When required.</i>
Classrooms are optimally organised for pupils with disparities.	Classroom spaces are adequate. Staff to consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TA's. Buddying systems are in place with KS2 classes supporting reading in KS1.	Lesson observation records. Lesson Plans IEPs	Continue to implement personalised learning when appropriate. <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	
Staff to recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities. To use equipment.	All staff aware of needs & detailed in planning/IEPs Appropriate applications can be made for SATs – readers/ scribes/extra time can be applied for. See planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Specialist equipment	<i>When required</i>

ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Specialised software, Clicker5, enlarged keyboard, joystick & switches	Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate</i> .
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy	<i>When required</i>
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	
All staff to strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews, Staff meetings(Regular TA & SMT meetings)	<i>Continuing CPD</i>

## 2. Physical Access

<b>Statement</b>	<b>Evidence</b>	<b>Action Required/When?</b>
The layout of the school is on two levels. Classrooms on lower level with the hall and offices on the higher level. The school now has a lift and some wide doors to enable access for all pupils. Pupils who use wheelchairs can move freely around school. There are some barriers to access caused by some doorways, stairs, and steps.	There two double doors wide enough to accommodate a wheelchair. All classrooms are on one level & the installation of a lift to gain access into hall is all one level.	<i>When required</i>
Disabled Toilet facilities have sufficient room to accommodate a toileting chair.	Installation of fully equipped disabled toilet.	
Pathways around school are safe and well signed. Signs are uncomplicated, and unambiguous.	Signage needs to be updated.	
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bay.	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	

School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.		<i>When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from appropriate advisors.</i>
All areas are well lit	To be audited by H&S	
Furniture and equipment selected, adjusted and located appropriately, e.g. low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc.	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	<i>When required</i>

### 3. Access to Information

<b>Statement</b>	<b>Evidence</b>	<b>Action Required / When?</b>
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going</i> CPD
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc.	IWB used in every class & OHPs used for close up demonstration work All staff read aloud & for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address. PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly & weekly news letter sent to all parents.	<i>When need arises</i>

