

# St George's CEP School



## Policy for Accessibility

Review date September 2024  
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# **St. George's Policy for Accessibility**

## **1. Rationale**

The Equality Act 2010 requires governors to demonstrate that they are not discriminating against their disabled students. It also requires schools to provide disabled students with equal rights of access to services, which are not directly related to their studies.

The requirements of the DDA support the Green Paper. The DDA provides an opportunity

To develop whole school policies that specify how its disabled students [and staff]:

***“can be included as equal partners in the school community”***

## **2. Aims:**

St. George's CEP School intends all policies, procedures and practices to work towards three distinct elements:-

- (i) Improvements in access to the curriculum
- (ii) Physical improvements to increase access to education and associated services.
- (iii) Improvements in the provision of information in a range of formats for disabled students and their parents.

## **3. These aims will be achieved in the following ways:**

- (i)
  - Information will be provided to all staff to support each student's specific needs.
  - By providing regular ongoing training for Teachers and Learning Support Assistants to teach and support disabled students.
  - Specific opportunities will be provided for all students to achieve their full potential
  - Lessons will be differentiated and account for students' diversity.
  - Where appropriate lessons will include individual, pair, group and whole class activities.
  - Opportunities will be available to all students to take part in arts and sporting activities.
  - Staff will recognise the need for disabled students to work at their own pace and be set appropriate challenges to achieve their full potential.
  - When disabled pupils cannot access specific curriculum activities Teachers will incorporate in that lesson planning access to a variety of relevant experiences.
  - School visits will be planned with specific consideration for each student.
  - ICT will be encouraged with appropriate technology for students with disabilities.
  - Care plans are formed by meeting with parents and pupils to address medical needs for individual cases.
  - There are high expectations of all students to achieve to the best of their individual ability.

- Teachers will strive to remove all barriers to learning and participation.
- (ii) St. George's CEP School is committed to drawing up an accessibility plan to improve access over time.
- (iii) St. George's CEP School is committed to providing information for students and parents in a range of different formats, e.g. Braille, alternative language. All language and communication within and from the school should:
- Be Non-discriminatory
  - Be Accessible to all
  - Endorse equality

School signs will be clear, adequate and at an appropriate height. Work given in class should be adapted e.g. enlarged or modified print. Examination papers will be available in whatever format is necessary. Special arrangements will be applied for as appropriate.

### **Monitoring and Evaluation**

The success of the policy can be shown in:

Discussions at Leadership Team and Governors' meetings

Take up of whole school opportunities

Acknowledgement and support of the achievements of disabled students as a specific group.

Students' views about the policy can be sought by interview or questionnaires.

Seeking feedback from Parents, Teachers, Outside Agencies, Support Staff, Supply Staff and Visitors.

## **Checklist for Staff**

All staff will need to consider the following:-

- Make it a priority to ask pupils/parents what their specific needs and requirements are
- Carry out an access audit in your room/department i.e. a walk-through examining obstacles and identifying adjustments
- Is the room/corridor arranged so that a wheelchair user or visual/hearing-impaired student can gain easy access, without embarrassment?
- Disabled pupils may need to leave a lesson early and arrive a little late. They may need to get settled and set up ICT equipment. Lessons need to be planned to accommodate this delay. Simple starting activities for the rest of the class can be incorporated in lesson plan.
- Expect to give and be given back homework but not necessarily the full amount or the same format.
- Investigate specialist equipment which may benefit the generality of disabled students i.e. tracker ball instead of a mouse.
- When taking a group of pupils around the site choose an accessible route i.e. no steps.
- Specify safety aspects in Design or Science lessons.
- When planning trips or visits – ask the SENCo for advice or specific requirements.
- Special arrangements for tests or examinations may apply
- All pupils will be treated as equals in disciplinary areas (with consideration for specific individual needs)
- Accessibility of lunchtime clubs or activities
- Fire drill arrangements

The above might be the nitty gritty but we all need to consider the following too:

- Not making the disabled pupil the focus
- Not feeling irritated when making arrangements for the sake of one child.
- Talking to the class about being considerate i.e. bags, potential hazard of shoulder bag hitting a student in a wheelchair in the face, and refer sensitively to 'difference' on a need to know basis.
- Allowing additional time for disabled pupils to use equipment in practical work
- Using positive images of disabled people in displays, films, photographs, literature and television.
- Involving a disabled pupil on the school council, house teams, etc.

### **Physical Access Currently in Place at 2022 Audit**

To assist children and adults with physical access to the school environment the following facilities are in place:

- Fully accessible car park – The car park is accessible to all and ramp access is provided to the main footpaths at both ends of the car park. The school provides 1 disabled parking space of the required width, with drop kerbs and at the closest point possible to the school entrance.
- Classroom access – all rooms are fully accessible to wheelchair users and appropriate edge markings are defined.
- Doors and door controls – key internal corridor doors have sensor access and remote opening panels.
- Sanitary conveniences – Toilet facilities for the disabled are provided
- Signage and way finding – fire exits, access points and toilet facilities are clearly labelled.

- Finishes and decorations – the school is decorated to a high standard throughout and wall coverings, decorations or wall hangings and pictures and finishes do not present an obstruction or hazard to any member of the school community.
- Stairs and stairways – the school is built on two levels and there is a lift between floors
- Handrails are painted with yellow high-visibility paint
- Communications, alarm & security systems - The school premises has restricted pedestrian access during school hours and all visitors report to the main office to declare their presence and purpose for their visit. Access to the school is controlled by a security card access system. A remote access system is operated by office staff. Most exterior doors are controlled by security cards.
- Lifts and lifting devices – There is a full lift in the school for wheelchairs. Lifting devices to facilitate easy movement of children with a physical disability are available and appropriate training would be provided for staff.
- Lighting – the school has undergone an extensive programme of refurbishment to lighting and now benefits from LED lighting in all classrooms, corridors, offices and high traffic areas, and all classrooms benefit from blinds.

### **Plan for 2022-2025**

|   | Question   | Recommendation  | Time scale           | Priority | Cost  | Completed |
|---|--|---|----------------------|----------|---|-----------|
| 1 | Is differentiation in the classroom for SEND pupils good?                                      | Monitoring of lessons to include a look at specific curriculum access for SEND pupils | Ongoing through plan | High     | SLT time<br>Release time for any training needs |           |
| 2 | Is Staff training addressing the needs and supporting pupils with SEND as they arrive in year? | Source training to address needs in year.   | Ongoing              | Medium   | Courses   |           |
| 3 | Is signposting good enough on the website?   | Check and review website to see if it is accessible enough                            | By December 2022     | Medium   | SLT time  |           |