


St George's School

	Accessibility Plan 2022 to 2024	
	Committee: Students and Staff Committee	
	Co-ordinator : Kirsten Robertson	
	Last Reviewed : Summer 2022	Next Review : Summer 2024
	Policy links to	

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2005 (DDA) to cover education. All schools have three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled students.

St George's is committed to:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination or negative behaviour towards people with a disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation by disabled people in public life.

This action plan below sets out the aims of our accessibility plan in accordance with the Equality Act 2010 for:

- Increasing the extent to which disabled students can participate in the school's curriculum.
- Improving the physical environment of the school for the purpose of meeting the needs of all learners.
- Improving the delivery of information to disabled students, which is available to students who are not disabled.

The overall aim being to embed and maintain a whole school approach to inclusion.

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Aim	Current good practice	Actions to be taken	Led by	Success Criteria
<p>1. Increase access to the curriculum for students with a disability.</p>	<p>All teachers will take responsibility for all SEND children that they teaching, and use teaching and learning resources adapted to the needs of the students who need support to access the curriculum.</p> <p>Students of all needs are encouraged to take part in all aspects of school life including the wider curriculum and adaptations are reviewed regularly. The programme for educational visits is mindful of the needs of students with disabilities</p> <p>Curriculum progress is tracked for all students, including those with a disability. The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all learners.</p> <p>Targets and interventions are set effectively and are appropriate for students with additional needs. These are shared with key stakeholders.</p>	<p>Continue to refine systems to ensure staff can access key up-to-date information of students' needs and staff can measure and report on student progress efficiently.</p> <p>Continue to review school curriculum offer on an annual basis (currently under review for updating subject offer).</p> <p>Departments to review curriculum success and to make adaptations where appropriate.</p> <p>SENDCo and Transition Lead to make good use of prior information to put early intervention in place to support students such as 'Transition Club', learning buddies, keyworkers and HPA support for SEMH as well as interventions such as Literacy.</p>	<p>MTT – Teaching and Learning / Curriculum</p> <p>MTT</p> <p>HODS/DOLS/MTT</p> <p>SENDCo/Learning Support Department</p>	<p>All students' needs are known and supported in the classroom.</p> <p>An effective curriculum which enables success for all learners of all abilities and needs.</p> <p>Those students who need additional support are identified early and interventions and support are put on place in a timely manner.</p>
<p>2 Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students, staff and visitors to the school as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Dedicated accessible parking at all entrance points • Disabled toilets in almost all blocks in school • Disabled changing facilities in the sports hall 	<p>Ensure accessibility remains a key factor in the design of any new builds.</p> <p>Continue to re-paint/update signage regularly as required.</p> <p>Create a student focus group to give feedback on the facilities and the environment in terms of accessibility.</p>	<p>Headteacher Site Manager and Site Team</p> <p>SENDCo</p>	<p>All students are able to access all areas of the school regardless of ability or need.</p> <p>All students are safe on site.</p> <p>Students with a disability feel that they have a voice to enable change.</p>

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	<ul style="list-style-type: none"> • High visibility paint to indicate hazardous areas • Lifts in areas where accessibility would be difficult • Meeting the rooming needs of those with disabilities to ensure that teaching spaces are suitable to their needs. • Special equipment like chairs and tables are sourced quickly. 	<p>Encourage staff to report issues with accessibility to the Site Team as soon as possible.</p> <p>Increasing the lighting around the Sports Hall and the Car Park.</p>	<p>Site Manager</p> <p>Site Manager</p>	
<p>3 Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is available; this includes:</p> <ul style="list-style-type: none"> • Use of Google Classroom • Bulletins home to parents and students • Daily student bulletins • House assemblies and house notice boards • Large print resources <p>Our school ensures that those students with disabilities have the right Access Arrangements for assessments and exams.</p> <p>We:</p> <ul style="list-style-type: none"> • Adhere to JCQ regulations re: exam font print • Ensure students have equipment such as reading pens/laptops/readers/scribes if required • Liaise with external agencies for additional support <p>Our school prides itself on being inclusive and promotes diversity.</p>	<p>Ensure that information is easy to see, access and to understand by: Reminding staff about good practice for lesson ppt's (font size, background colours etc) and information sharing in assemblies and chapels – text and visual prompts etc.</p> <p>Keyworkers to check how information is received and understood by SEND students.</p> <p>Students with disabilities to be reviewed termly at Examination Meetings with Pastoral leads to ensure that needs are flagged up early for testing.</p> <p>To review whether there is a fair presentation of students with a disability in terms of images in the curriculum but also in positions of student leadership and responsibility.</p>	<p>SENDCo and Learning Support</p> <p>Exams Officer / Access Arrangements Officer / SENDCo</p> <p>HOH to review at strategic meetings.</p>	<p>All students have access to resources/equipment as required to facilitate their learning.</p> <p>All students are able to communicate effectively within the school community.</p> <p>All students are able to access exams on a fair basis and feel supported by the school.</p> <p>All students feel that they are included in all aspects of the school and that their potential contributions are valued.</p>

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Previous work undertaken 2020 to 2022:

- Development of a sensory room in Learning Support.
- Expansion of the Pastoral Support Team by employing a school counsellor.
- Working with a wider range of external agencies to ensure that the right support is given to pupils e.g. 'Directional', LINKS Outreach, ADD-Vance, Mindfulness.
- Celebration Days including 'Neurodiversity Day' and 'People with a Disability Day' as well as staff training in these areas and displays.
- Increased usage of the student bulletin and better signage around the school site which is colour zoned.
- To review how students are encouraged to put themselves forward for positions of student leadership. Students with disabilities have been appointed to the most senior posts of responsibility in the school, right up to School captaincy.
- Individual and small group interventions e.g. Literacy support.
- 1:1 support through House Pastoral Assistants.
- Whole school staff training on differentiation and meeting the needs of visually impaired and hearing-impaired students.
- Homework Support Club.
- Handwriting Club.
- Friendship clubs such as 'Lego Club' and 'Warhammer Club'.
- Additional help for students with EAL.
- Widening space available in corridors by removal of lockers.
- Increase in the number of 'all access toilets' which are in more central positions.
- Introduction of three sets of non-gendered open plan toilets for better access.
- Development of a 'quiet and calm' external space in the creation of a new playground.