



# St George's CE Primary School Edgbaston Accessibility Plan

At St George's Primary School we follow:

The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

## Policy written by:

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**Start date:** December 2021 to be ratified at December LAB  
**Interim Review Dates** Annually in November (Reviewed December, 2022 by Daniel Rogers - Headteacher)  
**Final Review date:** November 2024



## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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

St George's C of E Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for everyone without discrimination of any kind.

## **Our values and ethos**

We believe that children are a gift from God and that everyone who belongs to St George's school is important and valued. Our school motto: *Our Love of Learning Leads us to Excellence*, describes our belief that every child is unique and can achieve beyond expectation. Children are encouraged to enjoy the challenges that learning holds and strive for academic achievements. Our aim at St George's is to have a happy school where children find a trigger that ignites their passion to motivate them. Through our belief in ourselves, belief in others and our belief in God, we will have the courage, determination and confidence to persevere to excellence

This Accessibility Plan will be made available online on our school's website, and paper copies are available upon request. A range of stakeholders have been involved in the development of this accessibility plan, including pupils, parents, staff and governors of our school.

St George's Primary School is also committed to ensuring our staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

## **2. Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010:

<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

and the Department for Education (DfE) guidance for schools on the Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

'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.

Under the Equality Act 2010, schools are required to make 'reasonable adjustments' for pupils with disabilities, 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. Links with other School Documents**

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability (SEND) policy and related SEN information report
- Medical Conditions Policy
- Equal Opportunities Policy
- Behaviour Policy
- Disability Policy

- Staff Development Policy

#### 4. Action plan

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

Aim	Objectives	Actions to be taken	Person(s) Responsible	Date to be completed	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>To ensure that SEND children have the correct resources and that all staff are aware of these for both in school and for homework.</p>	<ul style="list-style-type: none"> <li>• Audit the SEND resources across the school.</li> <li>• Allocate the resources to year groups and/or specific needs.</li> <li>• Create a list of the resources for all staff.</li> <li>• Purchase additional resources for specific children/needs once gaps have been identified.</li> <li>• Create equipment packs for pupils to use at home when appropriate</li> </ul>	<p>SENCO TAs Teaching staff</p> <p>SENCO Office staff</p> <p>All staff</p>	<p>April 2022</p>	<ul style="list-style-type: none"> <li>• All staff have a list of resources and where they are stored.</li> <li>• Packs for pupils to use at home are produced and readily available</li> </ul>
	<p>To develop staff knowledge of a wide range of SEND in order to remove barriers to access, participation and learning.</p>	<ul style="list-style-type: none"> <li>• Draw up a questionnaire for all staff to identify areas of training required.</li> <li>• Results are analysed and prioritised.</li> <li>• Appropriate training is provided, including SALT strategies and WELLCOMM resources.</li> <li>• Level 1 ASD training from CAT Team for all staff.</li> <li>• Check that strategies have been implemented through eg lesson observations, learning walks, book scrutinies etc.</li> </ul>	<p>SENCO All staff</p> <p>SLT/INSET providers</p> <p>SLT</p>	<p>Questionnaire and results by Dec 2021</p> <p>Jan 2022 to July 2024</p> <p>On-going</p>	<ul style="list-style-type: none"> <li>• Staff are knowledgeable on a wide range of SEND and appropriate strategies and resources are used to remove barriers.</li> </ul>

	To develop the effective use of Teaching Assistants (or other adults)	<ul style="list-style-type: none"> <li>• Use the Education Endowment Foundation materials for TAs and Making Best Use of Teaching Assistants – guidance for Teachers</li> <li>• Use the tool to inform TA performance management</li> <li>• Analyse effective timetabling for TAs</li> <li>• Further information is on Pupil Premium Plan.</li> </ul>	HT SENCO SLT All teaching staff and TAs.	On going	<ul style="list-style-type: none"> <li>• Teaching Assistants are used effectively in school.</li> <li>• Strategies from EEF are used in TA performance management.</li> </ul>
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Aim	Objectives	Actions to be taken	Person(s) Responsible	Date to be completed	Success Criteria
Improve and maintain access to the physical environment	To ensure the <b>external</b> environment of the school is DDA compliant by having: <ul style="list-style-type: none"> <li>• clearly marked and designated crossing zones</li> <li>• a designated parking area for disabled drivers.</li> </ul>	Research materials needed. Undertake required markings	Site manager Office staff  Contractors	July 2022	The external environment will have clearly marked crossing zones and a designated disabled parking bay.
	To ensure the <b>internal</b> environment of the school is DDA compliant by ensuring that: <ul style="list-style-type: none"> <li>• steps are highlighted with yellow or white non slip paint.</li> <li>• plain glass doors in reception, main and rear entrances have glass manifestation for safety</li> <li>• doors have appropriate labels, clearly signed in an appropriate font, size and language</li> </ul>	Research materials needed. Undertake required adaptations	Site manager Office staff	July 2022	The internal environment will have: <ul style="list-style-type: none"> <li>• highlighted steps, ,</li> <li>• all plain glass doors will have manifestation</li> <li>• door signage around the school will be in place.</li> </ul>
		Remove hazards. Regular checks to be made to ensure corridors are clear.			

Aim	Objectives	Actions to be taken	Person(s) Responsible	Date to be completed	Success Criteria
	<ul style="list-style-type: none"> <li>trip hazards in corridors are cleared and once done kept clear!</li> </ul>		Site manager All staff		<ul style="list-style-type: none"> <li>corridors will remain free of trip hazards</li> </ul>
Improve the delivery of information to pupils with a disability	<p>To ensure that all staff understand the concept of readability, using appropriate and accessible formats for worksheets and displays.</p> <p>Develop a user-friendly accessible website which is updated regularly.</p>	<ul style="list-style-type: none"> <li>Using information from staff questionnaire in section 1 provide appropriate training on Dyslexia friendly strategies.</li> <li>Check that strategies have been implemented through eg lesson observations, learning walks, book scrutinies etc.</li> <li>New website is introduced which is easy to navigate.</li> <li>Links are user friendly and in an accessible format.</li> </ul>	<p>SENCO INSET</p> <p>SLT</p> <p>HT Head's PA SLT</p>	On going	<p>Information produced is accessible to all</p> <p>Website is fully accessible and stakeholders have a clear overview of the school.</p>