



Accessibility Plan for St George's C E Primary School 2018-2021

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

The school has already:

- Provided training and support for Teaching Assistants in supporting children on the autistic spectrum
- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff are aware of and able to use SEN software as appropriate

During 2018-21 the school plans to:

- Provide specialist hardware and software for the use of pupils with a visual impairment
- Ensure that provision is made for children with disabilities in all of the trips (including residential) undertaken by the school
- Provide specific training for staff in Early Years on supporting children with a hearing impairment

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a ramp to the main school entrance (portable for the reception entrance as of April 2018).
- Installed a disabled toilet and shower room.

During the 2018-2 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Provide access for wheelchair users to the office and reception areas.



- Review and improve, where necessary, signage for people with a visual impairment

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Liaised with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organisations and groups which work with and support the families of children with disabilities

During the 2018-21 the school plans to:

- Produce newsletters in alternative formats, e.g. large print, on line according to need
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

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

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



Access to the Curriculum 2018-2021

Area	Current Barrier	Objective	Actions	Time-Scale
ICT	ICT hardware and software is not always appropriate or accessible for pupils with a disability i.e. visually impaired	To ensure that all pupils have access to appropriate equipment and software for their needs	To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment	Autumn term 2017
School trips	Some school trips may not always be suitable for pupils with disabilities	Ensure that consideration has been given to pupils with disabilities	To plan school trips which include all pupils and that a pre-trip visit includes careful consideration of provision for pupils in the class with disabilities.	When planning all school trips



Access to the physical environment 2018-2021

Area	Current barrier	Objective	Actions	Timescale
Classrooms and corridors	Children with ASD may find aspects of the environment affect their ability to learn	Identify and seek to address those barriers to learning	Investigate the impact of layout, environment and lighting on children with ASD or other additional need.	Summer term 2018

Access to Information 2018-2021

Area	Current Barrier	Objective	Actions	Time-Scale
Communication with Parents	Some parents are not able to access the information sent out by school	To ensure that information the school provides is available to all parents	Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request. Newsletters will be published on the website	Immediate
Website	Not all parents appear to be able to access information on the school website.	To identify what the barriers are and seek to remove them	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Summer Term 2018