



Accessibility Policy

GEORGE STREET PRIMARY SCHOOL

"Where Learning Comes Alive"

Approved by

Chair of Governors: Jez Tucker

Head Teacher: Angela Hughes

Last reviewed on: May 2022

Next review due by: May 2025

CONTEXT, SCOPE AND POLICY

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school is well equipped to deal with the current profile of pupil needs and has not identified any further specific disabilities for which it needs to plan to cater for. However, in the event of new pupil needs being identified, steps would be taken to implement any necessary improvements to accessibility in any or all of the three areas covered by Schedule 10 of the Equality Act 2010.

The designated visitor parking bay is set aside for disabled visitors as it is the closest to the entrance and is wider than the other spaces, with no other cars parking to one side of it.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school].

A termly site survey is carried out by the governor responsible for premises and the site manager to identify any areas requiring attention, alongside an annual accessibility audit undertaken by the Premises Manager.

. Legislation

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

Access to the Physical Environment

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, 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.

The school premises are constructed on a single level site and ramp access is available to all areas. All external and internal doors have been audited to ensure wheelchair accessibility. There is toilet provision in 5 out of 8 classrooms; there are also boys' and girls' toilets for general use and a specifically equipped unisex disabled lavatory. Classroom layouts and resources within classrooms are organised to reflect pupil need.

A termly site survey is carried out by the governor responsible for premises and the site manager to identify any areas requiring attention and an annual access audit is carried out by the School Business Manager.

Targets	Strategies	Timescales	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues	To create access plans for individual disabled children as part of the provision process	As required	SENCo / classteachers	Individual provision plans are in place for disabled pupils, and all staff are aware of pupils' needs.
	To ensure staff and governors can access areas of school used for meetings Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school Circulate information to relevant staff on Access to Work scheme	As required	Headteacher	All staff & governors are confident that their needs are met.
	SENCO and class teachers to share support plan information with volunteers and support staff to ensure continuity of care for the children	Ongoing process	Headteacher / H&S lead / SENCo	Continuously monitored to ensure any new needs arising are met.

Section 1

				<p>Parents have full access to all areas of school.</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times.</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation.</p> <p>All emergency exits to the meeting point are on the flat, with no steps so ramps to navigate</p>	Termly	<p>SENCO & Headteacher to plan with staff at start of Autumn term staff or when needed if arising through the year.</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p>

Section 1

				Disabled people in wheelchairs can be evacuated quickly and easily.
Ensure that the classroom is a calming environment for children, particularly those with autism who may be light sensitive, or may need a safe place to go	Ensure staff are aware of the individual needs of their children and adjust the environment accordingly.	Ongoing checks. Survey children	Class teachers/ Headteacher/ SENCo	Children with autism feel safe and calm. Each pupil with ASD has a safe place identified.

Access to the curriculum

Quality teaching and learning for all is and always has been the school's main priority. There are high expectations of all pupils; lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity. Where barriers to learning and participation are identified, staff seek to remove those barriers: all pupils are encouraged to take part in the full breadth of the curriculum.

Provision for differentiated curriculum opportunities is made for pupils of differing abilities and needs; this is delivered either within the classroom by the class teacher with the support of TAs or as individual or small group tuition or intervention.

Section 1

School trips, journeys and extra curricular activities are open to all. Pupil Premium funding may be used to provide financial assistance to improve access for pupils with a disability. For pupils with special needs that could form a barrier to inclusion in such activities, the school's ability to include those children will be reviewed and appropriate support put in place.

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Review staff training needs to develop awareness of SEND and as pupils needs arise	Ongoing	SENCO / Headteacher	Raised confidence of support staff Consistency of approach of all staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of sharing information for disabled children when appropriate Share information with all agencies involved with each child.	Using the MIS As required	SENCO	All staff are aware of individual's needs
Provide equipment in classrooms to support pupils with disabilities	Review available curriculum resources and budget for purchase of materials that will aid/enhance learning by pupils with special needs. Take advice from other agencies	Ongoing Ongoing & as required	SENCo/ Headteacher	All children have access to the entire curriculum

Section 1

All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability before going ahead with booking	Ongoing	SENCO	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with after school staff and support to be available – especially after and before school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

Access to information

All printed documents produced by the school can be made available on different coloured paper or as large print documents on request. If it was deemed necessary to provide foreign language or Braille translations of documents, the school would consult with Herts County Council as to how best to achieve this.

Targets	Strategies	Timescales	Responsibility	Success Criteria
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages if needed Encourage parents to ask if they have a disability accessing information. To be aware of adult literacy	Annually Annually Ongoing	SENCO / Deputy Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

Section 1

	Publish documents on the school website		SENCO/ICT Coordinator/Adm in team	School website will become accessible to all.
--	---	--	---	---

See also SEND policy, Critical Incident Plan, Disability Equality Scheme, Equality Policy, Health & Safety Policy, and Security Procedures