

St George the Martyr Church of England Primary School

Accessibility Policy

Policy produced by the school

Adopted by [School](#) 2023/24

Review date- Academic year 2026/27

St George the Martyr School Accessibility Plan

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The St George the Martyr Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, the LDBS and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated in September 2022.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. The governors will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The St George the Martyr School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 1. increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 2. improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

3. improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Whole School Equality Policy and Action Plan
 - Equality Objectives (required from April 2012)
 - Staff Handbook
 - Curriculum Policies
 - Health & Safety Policy (including off-site safety and risk assessments)
 - SEND Policy
 - Behaviour Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - Annual Conditions Survey-LDBS
 - Vision Statement
7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
9. The School's complaints procedure covers the Accessibility Plan.
10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Governor Resources Committee.
12. The school will work in partnership with the Local Authority and the LDBS in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

St George the Martyr School Accessibility Plan
Improving the Physical Access at St George the Martyr School

Target	Strategy	Outcome	Timeframe	Achievement
The school is redecorated regularly to maintain high standards in the learning environment.	Continue rolling programme of redecoration in the holiday periods.	Premises Plan of rolling programme of redecoration updated September 2022. Continue following rolling programme of redecoration.	2023-2027	Ongoing. Reviewed annually.
School signage is up to date.	Regular checking of school signage by school caretaker and safeguarding governor.	All children can clearly access the physical layout of the building.	2023-2027 2023-2027	Ongoing. Reviewed annually.
Classroom furniture is suitable for the age of pupils.	Continue rolling programme of furniture review and replacement where necessary.	Premises Plan of rolling programme of furniture replacement updated September 2022.	2023-2027 2023-2027	Ongoing. Reviewed annually.
EYFS have access to a covered outdoor play area, to facilitate outdoor provision.	The school have requested for outdoor covered play areas to be included in the LDBS Annual Condition Survey in 2020 and 2021 and 2022.	EYFS have access to a covered outdoor play area, to facilitate outdoor provision.	2023-2027	Ongoing. Reviewed annually.

St George the Martyr School Accessibility Plan 2022-2025
Improving the Curriculum Access at St George the Martyr School

Target	Strategy	Outcome	Timeframe	Achievement
Ensuring all with a disability are able to be involved.	<p>Create access plans for individual disabled children.</p> <p>Ascertain access needs of staff through safer recruitment process and plan appropriate provision.</p> <p>Consideration to be given at admission about parents/carers' access needs.</p>	<p>Pupil needs are supported. Challenging targets are set and met. Pupils make expected progress from their starting points.</p> <p>Reasonable adjustments to be made for staff and parents.</p>	2023-2027	Ongoing. Reviewed annually.
To keep up to date with disability issues within the Citizenship curriculum.	<p>PSHE Leader to review PSHE curriculum.</p> <p>2021-22 Disability awareness focussed on during Equalities Week.</p> <p>2022-23 Disability awareness focussed on during Equalities Week.</p>	All pupils have an understanding of disability issues.	2023-2027	Ongoing. Reviewed annually.
To ensure access arrangements are in place for children with disabilities when planning school trips.	Educational visits form and risk assessment arrangements for disabled pupils.	Children with disabilities have equal access to trips.	2023-2027	Ongoing. Reviewed annually.
<p>Advance equality of opportunity between different groups.</p> <p>The gap between the</p>	<p>Set KS2 pupil progress targets (expected progress) based on their prior attainment.</p> <p>Share targets with pupils at the start of the academic year.</p>	All pupils to make expected and better progress across KS1-2 in English and mathematics (where appropriate).	2023-2027	Ongoing. Reviewed annually.

<p>Pupil Premium and non-Pupil premium pupils is closing by the end of Year 6.</p>	<p>Monitor progress – professional development days, book looks, learning walks, pupil progress reviews.</p> <ul style="list-style-type: none"> • Individual pupil targets set at Autumn Term based on prior attainment and starting points. • Termly monitoring of <u>groups</u> at pupil progress meetings with Headteacher, Deputy Headteacher and SENDCo. • Termly monitoring at professional meetings. • Monthly monitoring during Spring term before SATs with Year 6 and Year 2 teachers. • Termly reporting to governors. <p>Share progress update with parents at parent consultation meetings on Academic Review Day.</p>			
<p>Precisely targeted support for pupils on the SEND register is in place.</p>	<p>A rolling programme of SEND support meetings.</p> <p>Regular meetings with parents of children on the SEND register to discuss Local Offer and SEND targets.</p>	<p>Children with SEND support plans meet their targets.</p> <p>Children with EHCPs (Education Health Care Plans) and ENGs (Exceptional Needs Grant) meet their targets.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>

<p>To ensure children receive the appropriate interventions in order to meet their year-end target.</p>	<p>Provision adjusted following termly pupil progress meetings.</p> <p>SENDCo introduces information strips to teachers so as to enable all children with SEND to access the ambitious curriculum.</p> <p>2021-22: Booster/Tutor sessions. Pupils selected based on initial Autumn Term assessment.</p> <p>2022-23: Booster/Tutor sessions. Pupils selected based on initial Autumn Term assessment.</p> <p>Termly monitoring of interventions.</p>	<p>Children with SEND meet their challenging year end targets.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>
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<p>To ensure TAs have precisely targeted training to deliver interventions effectively.</p>	<p>Weekly TA meeting.</p> <p>Termly monitoring of interventions and folders.</p> <p>Timetable of support through meetings with the SENDCo.</p>	<p>Children with SEND meet their challenging year end targets.</p> <p>TAs have the confidence to deliver interventions.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>
<p>Technology is appropriate to enable pupils to access the curriculum.</p>	<p>Specific need identified at SEND planning meetings.</p> <p>Staff training to be provided.</p>	<p>Children with SEND meet their challenging year end targets.</p> <p>Children with EHCPs (Education Health Care Plans) and ENGs (Exceptional Needs Grant) meet their targets.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>
<p>Implement Zones of Regulation to ensure increased access to curriculum for children with ESBD.</p>	<p>Staff training on Zones of Regulation provided.</p> <p>Implementation of Zones of Regulation in the classroom by all staff.</p> <p>Termly monitoring and analysis of behaviour.</p> <p>Provision adjusted for individual children.</p>	<p>Identified children with ESBD meet their challenging year end targets.</p> <p>Pupils awareness of the Zones of Regulation enables them to self regulate.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>
<p>Maintain the quality of phonics teaching across the school so that:</p> <ul style="list-style-type: none"> • Attainment in the phonics screening check at the end of Year 1 is maintained 	<p>Reading opportunities to continue across the whole curriculum linked with Little Wandle Letters and Sounds (EYFS / KS1 and early readers in KS2) and Destination Reader in KS2.</p> <p>PDMs re early reading and Destination Reader and how to maximise the impact.</p>	<p>Outcomes in the phonics screening check at the end of Year 1 equal at least 90%.</p> <p>The lowest 20% in Year 2 pass the phonics screening test by the end of the Autumn term.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>

<p>at least 90%.</p> <ul style="list-style-type: none"> The lowest 20% in Year 2 pass the phonics screening test by the end of the Autumn term. <p>Attainment in reading is improved. Improve the quality of the teaching of early reading, so that children develop reading skills and meet the age related expected standard by the end of KS1 and KS2.</p>	<p>Little Wandle Letters and Sounds training for all staff.</p> <p>Termly monitoring of lessons including external validations by LDBS adviser.</p> <p>Half termly assessment of phonics.</p> <p>Half termly assessment of daily reading.</p>	<p>KS2 early readers meet their end of year targets.</p>		
<p>To continue to develop the PSHE and RSE curriculum to ensure coverage of gender diversity at age appropriate level in a progressive way through school.</p> <p>To continue to develop library books within the school library around diversity.</p>	<p>Continue to review curriculum map and unit plans in relation to diversity and role models.</p> <p>Training for staff around revised scheme of work for PSHE and RSE.</p> <p>Continue to review of books available in the school library.</p> <p>Continue to develop workshops throughout the school and visitors to school.</p>	<p>Continue to raise awareness of relationships within the RSE DfE guidelines.</p> <p>Curriculum Intent Statement and information on how each subject is approached published on website.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>

<p>Ensure that the curriculum continues to promote role models and heroes that children positively identify with, which reflect the schools' diversity in terms of race, gender, ethnicity and religion.</p>	<p>Whole school curriculum map, unit plans collective worship reflect diversity. Activities include: Equalities Studies Week Police visits Fire Brigade visits World of Work Week World Book Day</p> <p>Curriculum Lead and Subject Leads meet termly to develop the curriculum further so that it meets the needs of the children at our school.</p>	<p>The curriculum promotes role models and heroes that children positively identify with.</p>	<p>2023-2027 2023-2027</p>	<p>Ongoing. Reviewed annually.</p>
<p>The learning environment maximises learning for all pupils.</p>	<p>Review layout of furniture and equipment to support the learning process.</p> <p>Use of visual timetables where needed.</p> <p>Use of information strips for scaffolding.</p> <p>Learning Walls for core subjects displaying current learning journey and support materials.</p>	<p>By the end of KS2 children meet their challenging year end targets.</p>	<p>2023-2027 2023-2027</p>	<p>Ongoing. Reviewed annually.</p>
<p>Where possible, continue to ensure pupils have <u>equal access</u> to curriculum enrichment opportunities regardless of economic background.</p>	<p>Breakfast Club (hardship grant) After School Clubs Wider Opportunities School trips School Journey (hardship grant)</p>	<p>Children have equal access to curriculum enrichment.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>

<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.</p>	<p>School Council. House Captains. Class Ambassadors. Young Sports Leaders. Fundraising.</p>	<p>Democratic processes are followed.</p>	<p>2023-2027</p>	<p>Ongoing. Reviewed annually.</p>
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St George the Martyr School Accessibility Plan 2022-2025
Improving the Delivery of Written Information at St George the Martyr School

Target	Strategy	Outcome	Timeframe	Achievement
Continue to carry out annual parent survey, including questions about communication.	Newsletters. Texting service for parents. Website.	School is aware of the opinions of parents and acts on this where appropriate.	2023-2027 2023-2027	Ongoing. Reviewed annually.
Availability of written material in alternative formats and different languages.	The school will make services available through the LA for converting written information into alternative formats and languages upon request.	The school will be able to provide information in different formats and languages when required for individual purposes.	2023-2027	Ongoing. Reviewed annually.
Improve communication for any visually impaired member of the school community.	The school will make services available through the LA for converting written information into alternative formats.	The school will be able to provide information in different formats when required for individual purposes.	If/when needed.	Ongoing. Reviewed annually.