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Tyldesley St. George's Central C of E Primary School

Accessibility Policy

Rationale

At George's Central CE Primary School we think it is important that all pupils have a Christian, caring, friendly and safe surroundings so that they can learn in a relaxed and secure atmosphere. Our school's mission statement is: **'St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part'**.

Definition of Disability

'...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.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.' Equality Act 2014.

Main Objectives

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

Principles

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

Schools will also need to have regard for the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. OFSTED inspections may include a school's accessibility plan as part of their review.

The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an Accessibility Plan.

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The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individual and groups of pupils;
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.

This plan will contribute to the review of the school development plan and to related school policies/documents including:

- SEND Policy;
- Medical Needs documents;
- SEND information report;
- Equality Scheme.

Provision

This section outlines the main provisions St. George's Central CE Primary School has made and is planning to make, to achieve the key objectives.

Delivery of the Curriculum

- When applicable staff receive training in making the curriculum accessible to all pupils and are aware of its importance.
- The school will continue to seek and follow advice of LA services, such as specialist teacher advisers, sensory support team, SEND inspectors/ advisors, outreach services and of appropriate health professionals from the local NHS Trusts.

Physical Environment

The site is approximately 20 years old and accessibility was taken into consideration when planning the school. The building is all on one level and there is a separate disabled car parking facility and toilet. All areas of school are accessible by wheelchair users as corridors and doorways are wide and there are no stairs within the building. The school takes into account the needs of pupils, parents, staff, governors and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information in other formats

The Accessibility Plan is available on the school website or in the following formats, on request to the Headteacher: e-mail, enlarged print version and other formats by arrangement.

Parents/Carers/Shared Community

It is the school's responsibility to keep all aware and updated on its accessibility, including parents/carers. The school will publish its Accessibility Policy on its website to inform all involved with the school of their duties. This will be taken into consideration when setting out the Accessibility Plan. The plan will be approved by the Full Governing Body (Summer 2017).

Introduction to Accessibility Plan

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

- The current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation;
- The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction, that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

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The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet;
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test;
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally;
- St. George’s Central Governing Body have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources.

The school’s accessibility plan will be resourced, implemented and reviewed and revised regularly.

Accessibility Plan

Improving access to the physical environment				
Short term Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of class profile process where needed.	Sept 2017	SEND leader	Individual plans in place for all disabled pupils and all staff aware of all pupils’ access needs.
Parents aware of access arrangements for disabled children with regard to school car park.	Letter sent home to parents as well as staff with regard to disabled parking bays from Chair of Governor’s.	Sept 2017	Governing body	Pupil access for disabled persons highlighted in a target to raise awareness amongst families, staff and governors in commitment to meet access needs.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all children who may require it	Sept 2017	Business Manager Governing body	All disabled children and staff working with them are safe and confident in event of fire.
Medium term Target	Actions	Timescale	Responsibility	Outcomes
Ensure all pupils with additional needs can access all areas of the school outdoor areas and curriculum.	Create access plans for individual disabled children as part of class profile process	March 2018	SEND leader School Business Headteacher/ Governing body	Children able to gain full access.
Long term Target	Actions	Timescale	Responsibility	Outcomes
To continually monitor provision for access to our physical environment.	Monitor provision of access plans for individual disabled children as part of class profile process where needed.	July 2018	SEND leader School Business Headteacher/ Governing body	Children able to gain full access via new plan.

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Improving access to the curriculum				
Short term Targets	Actions	Timescale	Responsibility	Outcomes
Increase confidence of staff in differentiating the Curriculum.	Assign staff meeting /training around classroom displays etc dyslexia friendly, ECAT friendly	Dec 2017	SEND leader	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Medium term Target	Strategies	Timescale	Responsibility	Success criteria
Review PE Curriculum to make PE accessible to all.	Gather information in accessible PE and Disability Sports. Review PE curriculum to include disability sports.	Nov 2017	PE leader	All children able to access PE and disabled children more able to excel in sports.
Review all curriculum areas to include disability issues.	Include specific reference to disability equality in all curriculum reviews. Scrutiny of PSHE curriculum to address disability equality issues.	Jan 2018	Headteacher SEN leader PSHE lead	Gradual introduction of disability issues into all curriculum areas.
Long term Target	Strategies	Timescale	Responsibility	Success criteria
Ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children.	By June 2018	PE leader	Children with additional needs confident and able to participate equally in out of school activities.
Ensure all staff have undertaken disability equality training	Set up Inset training for all staff on disability equality, explore support from Special Schools.	By June 2018	SEND leader	All staff work from a disability equality perspective.

Improving access information for parents/carers				
Short term Targets	Actions	Timescale	Responsibility	Outcomes
Review information to parents/carers to ensure it is accessible.	Ask parents/carers about access needs when child is admitted to school. Make newsletter in relevant alternative formats e.g. large print.	Annually from Sept 2017	Headteacher SEND leader	All parents getting information in format that they can access.
Inclusive discussion of access to information in all annual reviews.	Ask parents/carers and children about access to information and preferred formats in all reviews – amend review proforma accordingly	From Sept 2017	SEND leader	Staff more aware of parent's preferred methods of communication.
Medium term Target	Strategies	Timescale	Responsibility	Success criteria
Establish EAL as an accessible need	Routinely offer Interpreter to EAL parents for all meetings, if necessary.	Sept 2017	Headteacher SEND leader	EAL parents understand information relayed to them
Long term Target	Strategies	Timescale	Responsibility	Success criteria
Set up an initial meeting for all EAL parents with a visual board and booklets of what they need to know i.e. uniform, lunch, times, website, homework	Work with representative parents group to get ideas of what is good to know. Work on a booklet and a visuals board.	By July 2018	Inclusion Team Working team of TAs	A smoother transition to starting school with all parties aware of any concerns etc

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Improving access information for children				
Short term Targets	Actions	Timescale	Responsibility	Outcomes
Children become more aware of their own learning styles and access needs	Children more aware through setting of their own child friendly targets through mentor meetings	Sept 2017 and ongoing	Personalised learning mentor	Children able to articulate their access needs and understand their own learning styles.
Medium term Target	Strategies	Timescale	Responsibility	Success criteria
Teachers to give some thought to communication in its widest sense and review current and likely barriers to communication in the light of technological and other alternative forms of communication	State in planning where necessary the thought given to pupil's who have difficulty in accessing information i.e. Visually and hearing impaired, EAL and other children who may have a communicative barrier to learning	By Sept 2017	All teachers	Children able to access curriculum overcoming barriers to learning
Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff. Run training sessions on use of resources and software Make a box of SEND resources for each year group with their own resources within it.	July 2018	ICT co ordinator ICT technicians Inclusion Team	Wider use of SEN resources in mainstream classes and ability to identify suitable resources for specific additional needs
Long term Target	Strategies	Timescale	Responsibility	Success criteria
All children in school to have an awareness of the difficulties and problems EAL children have when they first come to school	Use LA guidance on Inclusive education for EAL children Print off posters of basic words/phrases/greetings for EAL children in their class	By Sept 2018	All teachers SEND leader	All children knowing the difficulties that EAL children have to face when starting a new school

Signed: (Headteacher):



Date: Summer 2017

Signed: (Chair of governors):



Date: Summer 2017

Awaiting formal approval at Summer Term full governing body meeting: Summer 2017

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