



St George's RC Primary School
~ part of NPCAT

Accessibility Plan
Autumn 2023

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Statement of intent

This plan outlines the proposals of the governing board of St George's RC Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA or NPCAT must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff

- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils and staff with disabilities can access the physical environment on an equal basis with their peers / colleagues. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' and staffs' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Is the school's physical environment accessible to all pupils and staff?	Audit of physical environment	H&S team / estate manager	Autumn 2023	School is aware of accessibility barriers to its physical environment, and will make a plan to address them if necessary	Spring 2024
Medium term	Is the learning environment accessible to pupils and staff with visual and hearing impairments?	Audit of physical environment	H&S team / estate manager	Autumn 2023	Learning environment is accessible to pupils and staff with visual and hearing impairments	Spring 2024
	Are the toilets accessible for pupils and staff with physical disabilities?	Audit of physical environment	H&S team / estate manager	Autumn 2023	Access to toilets is increased	Spring 2024
Long term	Can children with physical disabilities access the school building?	Audit of physical environment	H&S team / estate manager / SBM /building contractors	Autumn 2023	Construction work undertaken ensuring that the school building is fully accessible	Spring 2024

Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Do all staff members know whether the curriculum is accessible to all?	Audit of curriculum	Headteacher / SLT / teachers/ SENDCo	Spring 2024	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2024
	Do all staff members have the skills to support pupils with SEND?	Skills audit CPD provided to staff members	Headteacher/ SLT / SENDCo	Spring 2024	Staff members have the skills to support children with SEND	Summer 2024
Medium term	Do school trips take into account pupils with SEND?	Needs of pupils with SEND incorporated into planning process	School visit leader / Teachers/ SENDCo	Spring 2024	Planning of school trips takes into account pupils with SEND	Summer 2024
Long term	Can pupils with SEND access all lessons?	Provide reasonable adjustments for pupils with SEND	Headteacher/ ICT Manager/ SENDCo	Spring 2024	Pupils with SEND can access all lessons	Summer 2024

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Does the school know whether school information is accessible to all?	Audit of information delivery procedures School seeks advice from external advisors	HT / SENDCo / ICT manager	Spring <u>2024</u>	School is aware of accessibility gaps to its information delivery procedures School is aware of local services for converting written information into alternative formats	Summer 2024
Medium term	Is written information accessible to pupils with visual or hearing impairments?	Provide written information in alternative formats eg: converting information into Braille if required or audio or sign language	SENDCo / ICT manager	Summer 2024	Written information is fully accessible to children with visual / hearing impairments	Autumn 2025
Long term	Is the school website accessible to children with SEND?	Audit of website	ICT manager	Summer <u>2024</u>	Website is fully accessible	Autumn <u>2025</u>