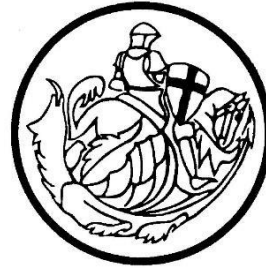


# ST GEORGE'S CATHOLIC PRIMARY SCHOOL

*We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future.*



## SCHOOL ACCESSIBILITY PLAN 2024-2025

St. George's has adopted this Accessibility Plan in line with the school's Special Educational Needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils' are appropriately challenged. Both our Special Educational Needs policy and Information Report outline the provision that our school has in place to support pupils with special educational needs and disabilities, and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision. As a Catholic school our Accessibility Plan is underpinned by our core values and beliefs, we are an inclusive school; we respect and value the diversity of the community we serve.

We are committed to raising the attainment and aspirations of all our pupils with due regard to their individual, social and personal circumstances. As a school, we believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging all discrimination including against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will assess, evaluate and review the impact of our school Accessibility Plan on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals
- promoting positive non-discriminatory behaviour

- ensuring appropriate support for individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum supported by the school’s specialist SEND provision and in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the relevant key stage SENCo will consult with the child’s parents for other flexible arrangements to be made. The school curriculum is regularly reviewed by Mrs Monaghan, the Headteacher, together with the SLT and SENCOs, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
  - setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils’ views and taking them into account in all aspects of school life.

### **ACCESS TO THE PHYSICAL ENVIRONMENT**

<b>Goal</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Short term	School is aware of the access needs of disabled children, staff and parents / carers.	The school is fully accessible to the needs of disabled people.  Accessible Toilet alarm checks	Ongoing  Monthly	Head Teacher  Site Manager	Raised confidence of staff and governors in commitment to meet access needs.  Functioning alarm at all times.
Short term	Improve overall access for visually impaired people.	Follow advice from outside agencies for the visually impaired on environmental access.	Ongoing	SENCOs/Site Manager	Visually impaired people feel safe on school grounds

					No associated accidents reported/recorded.
Short and Long term	Ensure that all disabled pupils can be safely evacuated.	Develop a system to ensure all staff are aware of their responsibility.	Ongoing	Head Teacher / Staff / Site Manager	Disabled children and staff feel safe and confident in the event of emergency evacuation.
		All staff to attend fire awareness training.  Designated Fire Wardens identified and allocated areas.	Each Term	Head Teacher  Site Manager	

#### ACCESS TO CURRICULUM

Goal	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short term	Increase confidence of staff in differentiating curriculum.	Undertake audit of staff training needs on curriculum access.	Yearly / regular audit of need	SENCOs/ Head Teacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Short term	Ensure staff have access to specific training on disability issues.	Use PM to identify training need and inform professional development process.  Run training sessions on use of SEN software if relevant.	Yearly / regular audit of need	SENCOs  SENCOs/ICT subject leaders	Raise confidence of TAs as above.
Short term	Ensure all staff are aware of, and able to use SEN software and resources.	Audit all SEN ICT and other resources.	Yearly / regular audit of need	SENCOs	Wider use of SEN resources in mainstream classes.
Short Term	Ensure children with medical needs have a care plan.	Liaise with medical personnel. Alert school nurse. In consultation with medical advisors and parents formulate individual care plan. Review on a regular basis.	Yearly / regular audit of need	SENCOs / Nurse / Parents	Children with health issues (long or short term) have access to a full curriculum.
Medium Term	Ensure all school trips are accessible.	Guidance developed and in action by School Trip Risk Assessment Coordinator.	Ongoing	SENCOs/ School Trip Coordinator	All children in school able to access all school trips and take part in range of activities.

Medium Term	Review PE Curriculum to make PE accessible to all.	Gather information on accessible PE and disability sports.	Ongoing	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
Long Term	Ensure disabled children participate equally in after school and lunchtime activities.	Audit participation in clubs at lunch and after school by disabled children.	Yearly	SENCOs/ PE Coordinator	Disabled children confident and able to participate equally in out of school activities.
Long Term	Develop links with relevant special schools to improve understanding of curriculum.	Organise opportunities for staff to observe PE area at special schools.	As needed	SENCOs	Increased confidence of staff in developing their curriculum area accessibility.
Long term	Develop system for involving LSAs in curriculum planning.	Establish joint LSA/teacher planning opportunities.	Ongoing	Teachers / TAs	Improved involvement from LSAs in planning and evaluation of lessons

<b>ACCESS TO INFORMATION</b>					
Goal	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short term	Review information and communication procedures to Parents/Carers to ensure it is accessible.	Ask Parents about access needs when child is admitted.	Ongoing	Head Teacher / SENCOs, Website & Website Manager	All parents getting information on format that they can access.
Long term	Children become more aware of their own learning styles and access needs.	AFL School council – encourage pupils to express their access needs and explore learning styles	Ongoing	All teachers	Children able to articulate their access needs and understand their own learning styles.

This Accessibility Plan will be reviewed in September 2025.