



St. George's School  
A Church of England Academy

# Special Educational Need and Disability Accessibility Plan

Date Completed: September 2018  
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## Statement of intent

This plan outlines the proposals of the governing body of St George's School, C of E Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010, and Children's and Families Act 2014;

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

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

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision 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 in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

This policy should be read in conjunction with the Equalities Policy.

As a school we already work hard to improve inclusion of all pupils including those with disabilities as evidenced below:

### Increasing the extent to which disabled pupils can participate in the school curriculum

- Weekly meeting between SENDCo, Learning Support Teachers (LST) and High Level Teaching Assistant (HLTA) to ensure smooth information flow regarding all pupils with SEND including disabled pupils.
- Training in inclusion strategies through Teaching & Learning INSET/CPD, and good practice briefings
- Regular CPD sessions covering pupils with specific learning barriers e.g. Aspergers, Hearing Impaired and Autistic spectrum disorders.
- Staff and governors are aware of their responsibilities and requirements under the new legislation
- SEND advice is given, via SIMs or directly to teachers via email, on classroom layout for pupils with disability. For example, Hearing Impaired pupils should be near the front at the appropriate side of the room; staff should avoid speaking with back turned towards them when writing on the board.
- Advice and guidance for all pupils with SEND is located in SIMs. It offers clear, regularly updated guidance to staff on how to get the best from the students. One Page Profiles are also linked on SIMs.
- Lessons are for all to achieve in. Work is differentiated as necessary. A number of Learning Support Teachers are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of Learning Support Teachers.

- The appointment of a HLTA, who supports the work of the SENDCo, has led to a huge strengthening of all the good practice in the department and massive improvements in policy and practice made by this appointment.

### **Improving the physical environment of the school**

- We would re-room classes to ensure disabled pupils have full access to their timetable wherever possible.
- We have improved lighting and are re-carpeting areas on a rolling programme.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- We support pupils with Auditory Sensory difficulties by giving them early lunch passes to access the school refectory before the rest of the school.
- We suggest alternative activities for disabled pupils who cannot engage in particular activities.
- We provide ICT facilities for SEND pupils, including disabled pupils, which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
  - School visits take into account students with disabilities. Visits are planned for in advance; an assessment is undertaken of accessibility as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary, and regularly assess training requirements for new staff or with regards to new need.
- We plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community of disability, e.g. PSHE Days and employment of peer tutoring techniques are used.
- We annually review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered. Ensuring that they have their own fire evacuation plan if appropriate.
- We will give due consideration for any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).

### **Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:**

- We provide information in large print for students who may have difficulty with standard forms of printed information.
- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

## Access to the Curriculum:

Issue	What	Who	When	Outcome Criteria
Specialist advice and support	Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum e.g Occupational Health, physical disability advisory team, CAMHS	SENDCo	On-Going	School access specialist advice and support as appropriate to individual needs
Literacy standards in SEND and EAL pupils	Implement additional literacy strategies in Key Stage 3, such as Accelerated Reader, Literacy focus groups, Morning Reading, IDL, groups for identified pupils.	Head of English, English Lead Practitioners, SENDCo, HLTA, LST's	On-Going	Pupils make good progress in reading and literacy and are able to engage with the curriculum because of the improved basic literacy skills.
Medical conditions	Health Care Plans are in place and up to date. Correct procedures for the storage and administration of medicines are in place. Ensuring staff are trained in first aid, epipen, asthma, epilepsy and other conditions as necessary.	M. Miller, School Nurse, Pastoral team, Teaching & associate Staff.	On-Going	Care plans are in place and kept up to date – shared with staff. Medicines are clearly labelled and stored securely. Staff are knowledgeable to conduct duties, and are given regular reminders.
Individual Support	Depending on the type/level support needed by the pupil to access the lessons. E.g Coloured paper, font sizes, laptops.	SENDCo, Teachers	On-Going	Pupils receive the supporting materials that they need to make progress in each subject.


### Access to the Physical Environment:

Issue	What	Who	When	Outcome Criteria
Disabled parking spaces	Enforce the usage of disabled bays only for disabled access.	Main Office staff, Site supervisors.	On-Going	Pupils or parents who need disabled access can always access it.
Ramp Access	Consider the access to current buildings – not having ramps blocked, and ensure that any future buildings have ramp/wheelchair access.	Head Teacher, Finance/Business manager,	On-Going	Better access for disabled pupils
Lift Access	Ensure the lift has regular servicing so that it always available to use.	Site Supervisors, Finance/Business Manager	On-Going	Better access for disabled pupils
Toilets/changing rooms	Ensuring that there are disabled changing rooms and toilets available	Site Supervisors, Finance/Business Manager	On-Going	Better access for disabled pupils