

# St George's Catholic School



## Accessibility Plan 2021-24

### Our aim and vision.

Our aim at St. George's Catholic School, is to help all our children and young people to,

*'develop harmoniously their physical, moral and intellectual qualities',*

Our motto is, to help all our pupils,

*'To grow in mind, body and spirit'.*

St. George's is an inclusive school where we work to help all our children to develop respect for themselves, their achievements and a respect and understanding of others. We use our best endeavours to remove barriers to learning and participation, and to make equality of opportunity a reality, for all in our community.

We strive to offer children high quality teaching and access to a broad and balanced curriculum based in a Catholic Christian setting, and to prepare our pupils for entry into the wider world.

### Policy introduction

All schools are required under the Equality Act 2010, to produce an Accessibility Plan for disabled children. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document for all schools and is intended as an action plan, set to be completed within a prescribed period of time. It is required, to be approved and kept under review, within the time period, by the Governing Body. The accessibility plan should detail how the school intends to;

- a) increase the extent to which pupils with a disability can participate in the curriculum,
- b) improve and maintain the physical environment of the school, to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- c) improve the availability of accessible information for disabled pupils.

The Accessibility Plan 2021-2024 for St. George's Catholic School has been drawn up to enable us as a school community, to continue to enhance our provision for our most vulnerable pupils and to strategically plan to meet their needs.

This plan was reviewed and discussed at a meeting of the school governors on 30/06/2021.

## Accessibility Plan

### **Part 1**

#### **To continue to increase access to the curriculum for pupils with a disability.**

Review of current provision and practice employed to meet the needs of pupils with a disability.

#### Initial-on school entry

- School Entry Planning Meetings- Initial documenting of a child's needs and planning for them in consultation with parents, outside agencies, pre-school.
- Advice and recommendations from outside agencies of modification /adaptations needed, to accommodate individual children.
- Multi-agency reviews of a child's need, support required and adaptations.
- Advice and training sought from specialist support teams.
- Allocation of resources including; additional adults, purchase of recommended equipment, training for staff or programmes needed to be used.
- Application for funding/banding if criteria is met.

#### On-going

- Regular reviews of specific pupil's needs via PPM meetings, SEN Plan meetings, Parents meeting and formal SEND Reviews.
- New class transition and hand-over meetings. SEND notes and record of strengths and needs.
- In class SEND files containing essential information, reports. Updated and reviewed as needed.
- Negotiated/carefully monitored, phased entry or reduced length or reduced amount of sessions attended.
- Timetable adjustment/considerations made in view of needs on specific children: ie. PE days and swimming separated. Awareness of 'best' time for an activity/lesson.
- Carefully planned and assessed access to school outings, PE festivals, trips etc. Additional supervision, method of accessing all that others do!
- Special arrangements made for residential stays and activities on offer, made in partnership with parents and venue.
- Special arrangements made for changing for swimming- additional supervision, selection of most appropriate changing space/place, non-slip mats, additional time etc.
- Awareness of need for 're-energising or calming breaks' etc.
- Differentiation of the curriculum: via activity, expectation, method of achieving success.
- Varied provision- small group or 1:1.

- Differentiated R, W, Inc groups.
- Individualised programmes from OT, SLT, Physio.
- Intervention groups: Co-ordination/Learn to Move, Socially Speaking, Language groups, Talking Partners, Initial Literacy Support, Maths Counts etc.
- STC environment, IDFS strategies.
- Personal emergency evacuation plans when needed.
- Awareness of language: simplified language, instructions given in the order of task completion etc.
- Carefully chosen seating place to: enable easy access, minimize distractions, support listening, attention etc.
- Small scale learning aids: Sit and move cushions, variety of pencil grips, different kinds of scissors, writing slope, fiddles etc.
- Use of IT, when needed.

Targets.

Objectives	Actions to be taken	Person Responsible	Date to be completed
To introduce swimming activities prior to lessons – prepare children.	PE coach gradually introduces and raises awareness of swimming activities in prior lessons to build confidence of all pupils.  The provision offered to all will be adapted for the individual needs of children.	PE coach to introduce and monitored by support staff.	In place from July 2023
To develop physical activities for all pupils throughout school through a series of accessible swimming lessons.	Additional swimming resources purchased to increase physical activity for all that will engage and challenge.	PE coach to introduce and monitored by support staff.	In place from July 2023

## **Part 2**

### **Improve and maintain access to the physical environment.**

Current situation:

St. George's Catholic School occupies a sloping site and has a number of flights of steps and stairs. All areas of the site are accessible to wheelchair users, via a series of slopes and pathways.

There is an accessible WC in the administration corridor of the main school and a second in the swimming pool building. There is an accessible changing room in the swimming pool building.

Advice is regularly sought for individual children from specialist learning support services and other outside agencies. Careful assessment and preparation for each classroom move is undertaken, and the best routes around the school etc. explored. We respond to advice and make all reasonable adjustments and adaptations to classroom layout and environments, access to toilets, sinks and wash basins, lunch-time, play time and assembly provision. We aim to make on-going changes and adaptations, as they become obvious.

#### Planned actions.

Objectives	Actions to be taken	Person Responsible	Date to be completed
To make the classrooms more modern and spacious	To refurbish all classrooms and have them less cluttered	Head teacher/caretaker	Autumn 2024
To create more intervention areas throughout the school to accommodate the varying needs.	To refurbish practical areas so that they are used more often as intervention areas.	Head teacher/caretaker	Autumn 2024
To improve the cloakrooms and make them safer and more accessible.	To make the outdoor canopies enclosed and improve storage so that there are no health and safety issues.	Head teacher/caretaker	Autumn 2024

To make the whole school more accessible throughout for all children and adults	To improve storage facilities throughout the school.	Headteacher/caretaker	Autumn 2024
To make the whole school more accessible throughout for all children and adults	To ensure the taps in the practical areas are sensor taps.  Accessible for all.	Headteacher/caretaker	Autumn 2024

### **Part 3**

**To continue to improve speaking and listening, reading and communication throughout the school to support our high percentage (65%) of children with English as an additional language.**

#### **Current Situation:**

We currently have 65% of our children with English as an additional language. Covid19 has been a challenge for children and families throughout the world. Our current Reception and Year One children have had the most disruption as they have yet had a year of stability and consistency.

**To develop a rich vocabulary, excellent communication skills and a continued love of reading that positively impacts on all children .**

#### **Action Plan**

Objectives	Actions to be taken	Person Responsible	Date to be completed
Increased parent / school partnership . Google Docs and Twitter to be used to share vocabulary, story maps and in class learning activities which can	TA s can be trained by class teachers to upload to Google Docs and Twitter. Class Teachers and Literacy Coordinator will also share information with parents.	CE	July 2023

<p>be followed up / shared / discussed at home.</p>			
	<p>Class teachers will create resources that can be sent home to encouraging reading and discussion related to topics. Knowledge organisers sent home at start of topics . Practical learning tasks , story sacs, sharing stories sent home to create interest and discussion at home. Google Docs quizzes used to encourage home school partnership to monitor learning.</p>	<p>CE</p>	<p>July 2023</p>
<p>KS 1 Curriculum to be revised to meet specific needs of current cohort. To provide extra focus and time on literacy skills (vocabulary, speaking and listening, reading and writing) topics will be taught through literacy with the focus on text and vocabulary development. To revise delivery of phonics to meet needs of cohort.</p>	<p>Make quality texts the focus of a topic and teach from the text / texts. Have guided reading materials to support a text / topic.</p>	<p>CE</p>	<p>July 2023</p>
<p>Have a well planned curriculum that links literacy teaching closely to topic areas and which provides both inspirational (wow events and trips ) and practical learning activities along with quality texts and opportunities for speaking and listening to place emphasis on the deep learning of vocabulary within context and the acquisition of well developed literacy / communication</p>	<p>All staff CE will have one to one meetings with all staff to ensure opportunities for reading, writing, speaking and listening are clearly defined within planning in line with Milestones 1,2 and 3 and that opportunities for monitoring are set within the yearly monitoring framework.</p>	<p>CE and DL</p>	<p>July 2023</p>

<p>skills as well as in topic skills and subject knowledge. Plans should clearly highlight opportunities for reading, speaking and listening and writing in line with milestones.</p>			
<p>Have well trained staff with the skills knowledge and time to deliver a vocabulary rich curriculum and who use the best techniques to support the development of literary skills. vocabulary reading, speaking and listening and writing which supports specific needs throughout the school through best practise. Appoint an EAL Lead who will lead specialist EAL support and who will track intervention and progress within this area of specific need.</p>	<p>Training :  NELI Project Training  Talking Partners  Vocabulary is Vital  Phonics Refresher (in house and SLN)  Talk for Writing (in house)  1:1 Reading (in house)  EAL training.</p>	<p>CE and AW</p>	<p>July 2022</p>
<p>Provide staff and pupils with the best resources to support a text driven, vocabulary rich curriculum.</p>	<p>Refresh the KS1 reading scheme to ensure phonic matching.  Create a curriculum linked guided reading and home reading set of resources (story sacs or shared stories ) scheme in KS1 that inspires and develops a deep and wide vocabulary and understanding based on the curriculum.  Refresh the KS2 scheme to ensure all children have access to quality banded texts.  Complete the cataloguing of the school library through Libresoft and ensure that it is appropriately stocked and managed.  Ensure that all classes have curriculum matches sets of class readers and sets of guided reading texts that deepen the children's understanding</p>	<p>CE and KS1 Staff</p>	<p>July 2023</p>



	<p>of topics within the curriculum through reading and ensures their experience of and exposure to exceptional authors, breadth and texts which challenge thinking and cover PSHE issues.</p> <p>Supply all staff with Pie Corbett Reading Spine to ensure there is a progression of essential quality texts which create a living library inside our children's minds in a progressive way across the school.</p>		
<p>To ensure the physical environment that promotes Literacy.</p>	<p>Furnish the school library.</p> <p>Regular reading displays celebrating books, reading and vocabulary in key areas around the school.</p> <p>Accessible access to the reading scheme and new resources .</p> <p>Role play areas , practical areas for speaking and listening opportunities.</p> <p>Reading, writing and speaking and listening to have a high profile in our social media space.</p>		<p>July 2023</p>