



Accessibility Plan 2024 to 2026

Equal Opportunities

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Last Reviewed: Autumn 2024

Next Review: Autumn 2025

Plan links to:

- **Equal Opportunities and Inclusion Policy**
- **Equality Action Plan and Equality Statement**
- **Health and Well-being Policy**
- **SEND Information Report**
- **Health and Safety Policy**
- **Teaching and Learning Framework**

Overview:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2005 (DDA) to cover education. All schools have three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

St George's is committed to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination or negative behaviour towards people with a disability
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life

This action plan below sets out the aims of our accessibility plan in accordance with the Equality Act 2010 for:

- Increasing the extent to which disabled students can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of meeting the needs of all learners
- Improving the delivery of information to disabled students, which is available to students who are not disabled.

The overall aim being to embed and maintain a whole school approach to inclusion.

Disability Definition:

The definition of disability in the Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.' (Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech and Language impairments, ADHD)

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions are considered to be a disability: there are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Some conditions are specifically excluded from being covered by the disability definition, such as addiction to non-prescribed substances, seasonal allergic rhinitis (e.g. Hay fever, except where it aggravates the effect of another condition).

Implementation and review

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination. The Accessibility Plan and accompanying action plans will be reviewed annually by The SLT and the Governing Body and updated every 3 years. The Accessibility Plan will be published on the school website.

Previous work undertaken 2022 to 2024:

- Development of the use of Edulink to enable staff to have instant and accessible SEN info about students which is updated live. This now includes information about our lower ability readers so that Quality First Teaching can support these students.
- Development of a centralised, accessible whole school monitoring system of Students' SEN needs.
- Development of pupil postcards (alongside the current pupil passports) to give teachers guidance on how to support students with a disability.
- Use of Higher Need Funding to ensure that students with more challenging needs have their needs met.
- Development of a Literacy Leader role who is focusing on improving reading skills across the school and developing a reading culture.
- Re-designing of the reading scheme for lower school – now called Book Club – which contains interactive activities where students are encouraged to engage in their reading experience.
- Revamp of the library to encourage reading including supervised activities at lunch times.

- Two-year CPD focus on adaptations for students in the classroom.
- Whole school staff training on differentiation and meeting the needs of visually impaired and hearing-impaired students
- Regular coffee mornings for parents with students with SEN to share SEN updates and training as well as access to key Learning Support Department Staff and networking opportunities.
- The introduction of SOCS to review and monitor the inclusion of students with a disability in posts of responsibility; participation in clubs, trips and activities. Tutors and leaders use this information to ensure that all students are included in all areas.
- Review of achievement and behaviour data by HOHs and Pastoral Team to monitor the experience of students with a disability
- Review of the impact of Individual Health Plans and students' progress
- Improvement of shower facilities in the all-access toilet/changing room in the sports hall and an additional all access toilet built in the main area of the school
- Student focus groups to review how we are meeting their needs and ideas for change
- Further development of pastoral sessions focusing on disability and inclusion e.g. lower school tutor session on neurodiversity
- Development of a sensory room in Learning Support
- Improvement of the lighting around the Sports Hall
- Enhanced digital clocks fitted in all exam venues
- Working with a wider range of external agencies to ensure that the right support is given to pupils e.g. 'Positive Choices', LINKS Outreach, ADD-Vance, Mindfulness
- Individual and small group interventions e.g. Literacy support
- 1:1 support through House Pastoral Assistants
- Homework Support Club
- Handwriting Club
- Friendship clubs such as 'Lego Club' and 'Warhammer Club'
- Sixth form mentors who are specially selected to support students with disability – both in and out of class.
- Widening space available in corridors by the removal of lockers
- Development of a 'quiet and calm' external space in the creation of a new playground

Accessibility Plan 2024 to 2026

Objective 1: To increase access to the curriculum for students with a disability.

Current Good Practice:

• All teachers take responsibility for all SEND children that they teach, and use teaching and learning resources adapted to the needs of the students who need support to access the curriculum. • Students needing additional support in the classroom access LSAs and/or sixth form in-class support • Students of all needs are encouraged to take part in all aspects of school life including the wider curriculum and adaptations are made to ensure that this happens. • Curriculum progress is tracked for all students, including those with a disability. • The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all learners. • Targets and interventions are set effectively and are appropriate for students with additional needs. These are shared with key stakeholders. • Whole staff training focuses on adapting the curriculum; teaching strategies and teaching styles		
Actions to be taken	Led by	Success Criteria
Termly SEN tracking days where students with a disability are tracked and the education provision, experience and engagement are reviewed and reported upon.	SENDCo and Pastoral Assistant Head	The SENDCo is able to see and report good practice to share with colleagues and measure the impact of staff SEN training. The SENDCo will report to SLT and will review current input of support and training of teachers if necessary.
SENDCo and Transition Lead to make good use of prior information to put early intervention in place to support students such as 'Transition Club', learning buddies, keyworkers and HPA support for SEMH as well as interventions such as Literacy and Individual Health Care Plans.	SENDCo/Heads of Houses and Transition Lead	Those students who need additional support are identified early and interventions and support are put in place in a timely manner.
Learning Walks to ensure inclusion in the environment	Pastoral Assistant Head and SENDCo	Signage is clear and accessible and students of all abilities are visible in displays, assemblies and talks.
Continue to review school curriculum offer on an annual basis (currently under review for updating subject offer).	Curriculum Deputy Head	An effective curriculum will be established which enables success for all learners of all abilities and needs.
Objective 2: To maintain and improve the physical environment of the school for the purpose of meeting the needs of all learners		
Current Good Practice: The environment is adapted to the needs of students, staff and visitors to the school as required. This includes: • Dedicated disabled parking • Disabled toilets in almost all blocks in school • Disabled changing facilities and shower in the sports hall • High visibility paint to indicate hazardous areas • Lifts in areas where accessibility would be difficult • Meeting the rooming needs of those with disabilities to ensure that teaching spaces are suitable to their needs. • Special equipment like chairs and tables are sourced quickly.		
Actions to be taken	Led by	Success Criteria
Ensure accessibility remains a key factor in the design of any new builds.	Headteacher, Chief Operations Officer and Site Manager	All students are able to access all areas of the school regardless of ability or need.

Continue to re-paint/update signage regularly as required.	Site Manager	All students are safe on site.
Create a student focus group to give feedback on the facilities and the environment in terms of accessibility.	SENDCo and Pastoral Assistant Head	Students with disabilities know that they have a voice to enable change.
Encourage staff to report issues with accessibility to the Site Team as soon as possible.	Site Manager	New, easier reporting system on the intranet is working well and tasks are completed quickly.

Objective 3: Improving the delivery of information to disabled students, which is available to students who are not disabled.

Current Good Practice:

Our school uses a range of communication methods to ensure information is available; this includes:

- Use of Google Classroom
- Newsletters home to parents and students
- Daily student bulletins
- House assemblies and house notice boards
- SOCS for information about clubs and activities
- Colour zoning of the school
- Large print resources

Our school ensures that those students with disabilities have the right Access Arrangements for assessments and exams. We:

- Adhere to JCQ regulations re: exam font print
- Ensure students have equipment such as reading pens/laptops/readers/scribes if required
- Liaise with external agencies for additional support

Our school prides itself on being inclusive and promotes diversity.

Actions to be taken	Led by	Success Criteria
Ensure that information is easy to see, access and to understand by: • Reminding staff about good practice for lesson ppts (font size, background colours etc) and information sharing in assemblies and chapels – text and visual prompts etc. • Completing learning walks to ensure that displays/notices are accessible. • Key Workers checking how information is received and understood by SEND students.	SENDCo	All students have access to information/resources/equipment as required to facilitate their learning.
Students with disabilities to be reviewed regularly through: • Fortnightly House/SENDCo meetings • Fortnightly Boarding Pastoral Welfare committee meetings (day and boarding staff) • Termly at Examination Meetings with Pastoral leads and SENDCo to ensure that	SENCo, HOHs, DHOHs, HPAs, Pastoral Support Manager, Exams officers, Access Assessment Officer, Pastoral Assistant Head/Pastoral Deputy Head/Boarding Leads	All students are able to access exams on a fair basis and feel supported by the school.

needs are flagged up early for testing and for access arrangements.		
To review whether there is a fair presentation of students with a disability in terms of student leadership and responsibility as well as extra-curricular inclusion.	HOHs, Pastoral Assistant Head, Curriculum Deputy Head, Pastoral Deputy Head.	All students are fairly represented in school positions and in extracurricular activities and feel included and valued.