

ST GEORGE'S



JUNIOR SCHOOL

S H R E W S B U R Y

Accessibility Plan: October 2015
Review Date: October 2018

St George's Junior School

Accessibility Plan/Disability Action Plan 2015

This accessibility plan is the response from St George's Junior School to comply with the S.E.N. and Disability Act 2001 in order to increase access to our school for disabled pupils.

In this act, Disability is defined as 'a physical or mental impairment that has a substantial and long-term adverse effect on a pupil's ability to carry out normal activities.'

We have a responsibility to 'not treat disabled pupils less favourably and to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.'

The aim of the plan is to increase over time the accessibility for disabled pupils. Improved access can be achieved in a planned way and we look to liaise with the L.E.A. in order to support us in providing equality of access and opportunity for all pupils.

The Accessibility Plan is in three parts:

- Curriculum (to increase the extent to which disabled pupils can participate in the School curriculum)
- Physical environment (to improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services)
- Information (to improve the delivery of written information to disabled pupils which is provided to pupils who are not disabled)

Access Plan – Part 1

Increasing Access for Disabled Pupils to the School Curriculum

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> • All staff to receive updated Training in dyslexia/dyspraxia • To review & update accessibility of dyslexia/dyspraxia pupils in the following areas <ul style="list-style-type: none"> - Curriculum eg P.E. visits - Classroom management - Whole school signage - Playtimes 	<ul style="list-style-type: none"> • Head to organise staff training in P.D days using S.E.N. advisory staff • Head to include this on the S.D.P. annually 	<ul style="list-style-type: none"> • Playtimes • Whole school signage • Curriculum • Classrooms <p>Is all more accessible to pupils with dyslexia/autism</p>	Initiated and ongoing.	
Medium Term	<ul style="list-style-type: none"> • All future updated policies to include access for pupils with disabilities 	<ul style="list-style-type: none"> • All subject co-ordinators to be aware of this when developing policies 	All updated policies to have considered accessibility	Ongoing	
Long Term	<ul style="list-style-type: none"> • All staff to receive updated training on autism, epilepsy, visual impairment and any other needs pupils may have at that time 	<ul style="list-style-type: none"> • Head to organise further staff training on P.D. days 	Short term outcome to include pupils with epilepsy/dyspraxia	Ongoing	

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Access Plan – Part 2

Improving Access to the Physical Environment of the School

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<p>Improvements completed to the following areas of physical environment</p> <ul style="list-style-type: none"> • Signage • New additional disabled toilet facilities 	<ul style="list-style-type: none"> • To be included in S.D.P. • Sequential journey to be used to audit needs • Building committee to fund improvements • Staff/parents/pupils to be consulted 	<ul style="list-style-type: none"> • Improved wheelchair access for main entrance/exits/gates • Completed audit & review • Improved access to parking • Improved signage • Improved vision for visually impaired 	<p>Completion date Autumn 07</p>	<p>Yes</p>
Medium Term	<ul style="list-style-type: none"> • Audit needs to be considered • Review of outside kerbs, playground area, paving • Outside environment to be improved • Physical aids considered for needs of all pupils eg rails, specialist desks etc • Provision of car parking space • Audit & review further improvements necessary 	<ul style="list-style-type: none"> • All purchasing/building decisions to consider accessibility • Building committee to carry out audit with Head and prioritise work required according to funding available (sequential journey) 	<ul style="list-style-type: none"> • All classrooms with improved vision for visually impaired • Improved outside access • Improved provision of physical aids 	<p>ongoing</p>	
Long Term	<ul style="list-style-type: none"> • Ramps to demountable classrooms 	<ul style="list-style-type: none"> • L.E.A. to consider these major building improvements and to finance 	<p>Improved accessibility to</p> <ul style="list-style-type: none"> • Demountable classrooms 	<p>Completed</p>	<p>Yes</p>

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Access Plan – Part 3

Ensuring communication of Written Information to Disabled Pupils is appropriate

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> Parents/pupils to receive appropriate documentation e.g. size of print, colour of paper All necessary formats to be researched and all provision made wherever possible 	<ul style="list-style-type: none"> Parent questionnaire of needs to access school documentation Pupil registration form to include needs of parents/pupils to assess documentation at home Staff to identify special needs of any particular pupils 	<ul style="list-style-type: none"> Parents/pupils to receive documentation in appropriate format in order to maximise accessibility 	Ongoing	Yes
Medium Term	<ul style="list-style-type: none"> To improve/increase provision formats through liaising with L.E.A. and local support services 	<ul style="list-style-type: none"> To be included on SDP Head to research variety of support services and alternative formats available Appropriate resources purchased to improve provision 	<ul style="list-style-type: none"> Increased appropriate formats provision 	Ongoing	
Long Term	<ul style="list-style-type: none"> To review necessary provision required with new intake in September 	<ul style="list-style-type: none"> Review and update organised every September by staff and questionnaires 	<ul style="list-style-type: none"> The needs of pupils/parents to be regularly updated in order to provide appropriate written formats 	Ongoing	