



St. George's Beneficial Primary School

(C of E Controlled)

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St George's Beneficial C of E Primary School

Accessibility Plan

Background

At St George's we provide for the additional needs of disabled pupils who have special educational needs (SEND). However, we are aiming to be an inclusive school and thus build on and complement best inclusive practice and to increase over time the accessibility and opportunities at our school for disabled pupils, in line with the Disability Discrimination Act 1995 (DDA).

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We are required to plan for:

increasing access for disabled pupils to the school curriculum.

improving access to the physical environment of schools.

improving the delivery of written information to disabled pupils.

Section 1: The School Curriculum

(Read in conjunction with our Teaching and Learning Policy and SEND Policy)

In this section we outline how we deliver the curriculum to disabled pupils. Where appropriate the teachers and teaching assistants receive the necessary training to teach and support the needs of our disabled pupils. This is often in-house training by the Inclusion Manager with outside agency support.

We have high expectations of all pupils. All lessons are differentiated to meet the needs of the pupils. In order to remove barriers to learning and participation there may be the need for increased specialisation and the curriculum may be adapted through use of specialist equipment. Through IEPs/ PPP/ risk assessments the needs of the child are recognised with appropriate targets set, as is recognition of additional time required by some disabled pupils to use equipment in practical work and access to computer technology appropriate for students with disabilities.

All pupils are encouraged to take part in music, drama and physical activities.

Section 2: The Physical Environment

Classrooms in the lower school have disabled access as does lower juniors however, the position of the upper juniors requires use of a staircase. In the event of a child not being able to climb the stairs at the appropriate time the organisation of the classrooms would be changed in order to meet the needs of the pupils. Our playground and sporting facilities, assembly and dining halls are on ground level allowing access for all.

Unfortunately, our ICT Suite is situated on the first floor and lessons would need to be adapted, or support put in place for a child that cannot climb the stairs.

Where necessary the furniture and equipment selected will be adjusted and located appropriately for the needs of the pupils.

St George's has adapted the environment for better access e.g one level from pavement to school entrances, disabled toilet, Reception desk in the front office more welcoming for able bodied and disabled people (with hearing loop) and markings on stairs and other danger points for our VI pupils

Section 3: Delivery of materials in other formats

For visually impaired pupils we enlarge print, use specialist equipment ie magnifiers. Through discussion with the outside agencies we adapt to the needs of the pupils, where possible ie SATs ordering materials suitable to give the child independence. EHCP for SEND pupils, which include additional adult support, are adhered to and

the SNA is trained to facilitate learning by various methods which includes differentiating work further, adapting written materials and using specialist equipment.

Section 4: Audit School Resources

When school is notified of a disabled child joining St George's we will carry out an audit of the site and curriculum to ensure we do our best to meet the specialist requirements. This may include:

- Training for teachers and support staff on differentiating the curriculum to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
- Accessibility of resources - this might involve planned use of capital for minor alterations. If larger sums of capital are required St George's would discuss with the LA for using Schools Access Initiative funding
- The school makes itself aware of, and uses, the support services available.

Date of Policy: October 2019

Review Date : September 2022

Next review due: September 2025

Monitored by: Head teacher and Governors.