



Accessibility Plan 2024 - 2027

Our school vision is based on Christian scripture from the bible and underpins our commitment to ensure that all members of our school community is able to thrive and develop.

At St. Giles' Church of England Primary School all our policies reflect the Christian vision, aims and values of the school.

Document last review date:	October 2024
Reviewed by:	Mrs Rebecca Watt
Date agreed by Governing Body:	agreed
Date of next annual review:	October 2026

St. Giles' C of E Primary School Accessibility Plan

Our vision is: *Learn, Grow and Flourish*

It is drawn from: Jeremiah 17:8

"They will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit."

Our children are at the centre of everything we do:

- They are nurtured through the teachings and values of Christianity, and respect other faiths
- They are fully aware of their value, their role within the school and the wider community
- They feel safe at St Giles' knowing they can make mistakes and face any challenges that life brings
- They understand themselves and are respectful and compassionate
- They realise their potential and are equipped with the skills to face a changing world.

To accomplish this, we will:

- Provide an innovative, broad and balanced curriculum that stimulates interest and enjoyment for all
- Promote teaching excellence through support and training for all staff
- Seek opportunities to work in partnership with other schools, parents, businesses and other agencies
- Instil a growth mind set culture praising effort over ability
- Establish Christian values and a warm culture of understanding and respectfulness
- Challenge all learners with a range of strategies and in different contexts.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under The Equality Act 2010 to have an accessibility plan. The purpose of the plan is to set out other duties to ensure equality of access to education to all, including those with disabilities.

The plan provides information about how we will improve access to the curriculum for pupils, the physical school environment and the sharing of information. The plan also details current good practice.

The Governing Body's duties towards disabled pupils are:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to disabled pupils.
- Not to treat disabled pupils less favourably related to their disability.

As an inclusive school, at St. Giles' C of E Primary School we:

- respect and value the diversity of the community we serve
- are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances
- believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.
- are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.
- recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

Parts of this plan link to the School Improvement Plan

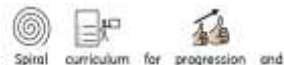
This plan will be reviewed annually and updated every three years or sooner if appropriate.

 School Improvement Plan Priorities 		
1	To embed the revised curriculum and ensure it is effectively adapted to support all pupils to attain and progress well from their starting points. (Quality of Education)	
2	To further enhance effective Behaviour for Learning across the school. (Behaviour and Attainment)	
3	To embed Leadership and Management structures, with a focus on subject leadership, to ensure pupils achieve well from their starting points. (Leadership and Management)	
4	To further enhance the school's work in supporting children's Spiritual, Moral, Social and Cultural development. (Personal Development)	
5	To develop the school's Christian ethos through all aspects of the school's work. (Christian Ethos and Values)	

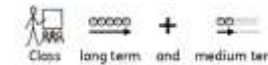
The School Curriculum

What do we already do?

Curriculum is progressive and a spiral, offering opportunities to revisit key skills and build on them



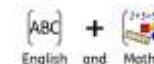
Long term and Medium term plans are produced for each class throughout our 2-year cycle. These are adapted for each unique set of pupils.



We have invested in a phonics programme for KS1 & EYFS. All staff are trained in it.



Schemes of work for mixed-age group classes in place for English and Maths.



Curriculum Action Plan

This is how we plan to increase the extent to which disabled children and young people can participate in our school curriculum. To further develop our school curriculum and access to it to make it even more inclusive and accessible for all we aim to:

<u>Focus area/ target</u>	<u>Actions to be taken</u>	<u>Person/ people responsible</u>	<u>Resource considerations</u>	<u>What does success look like?</u>	<u>Date for competition</u>	<u>Dated review & commentary</u>
For pupils with SLCN have improved access to curriculum with clear unambiguous vocabulary used in lessons 	To develop core vocabulary for subject units	Subject leaders with support from SLT where appropriate	* Time to look at SoW units and identify key vocab' related to core LOs * Time to create unit key/ core vocabulary lists and desirable vocabulary lists	Class staff will know the essential vocab' for a unit and will be identifying it, defining it and using it with visual supports in units of work for pupils.	End of summer 2025 for Cycle B units and end of summer 2026 for Cycle A units.	

For pupils with SEND to access subject curriculums which take into account their needs   subject policies	Develop subject specific policies and have consideration in there for pupils with SEND	Subject leaders with support from SLT	* Model policies and examples of good policies and SEND provision * Identification in each subject of tricky areas of the subject and adaptations/adjustments * Time to investigate good examples * Time to write policy drafts	Subject leaders will complete monitoring learning walks and book/ planning looks and will focus on at least 1 child with SEND to track for impact. Pupils with SEND will be accessing each subject at level appropriate to their needs with adjustments visible.	End of summer 2026	
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The Physical Environment

What do we already do?

Handrails on staircases on at least one side of each staircase



Classes are laid out with minimal clutter and all children can see the whiteboard and teacher



Energy saving lights in classrooms means lights automatically come on and light a room when someone enters enabling people to adjust to the room



Finger guards on door frames



Physical Environment Action Plan

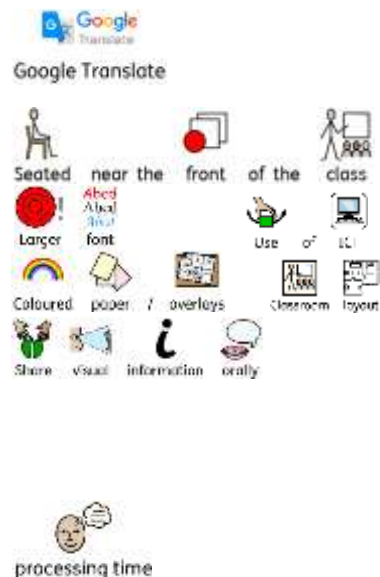
How we plan to improve the physical environment of our school for disabled children and young people.
To further develop the access to our Physical Environment and to make it even more inclusive and accessible for all we aim to:

<u>Focus area/ target</u>	<u>Actions to be taken</u>	<u>Person/ people responsible</u>	<u>Resource considerations</u>	<u>What does success look like?</u>	<u>Date for completion</u>	<u>Dated review commentary</u>
Technology & Art dedicated area technology art space	Installation of cupboards, sink, oven in old ICT suite.	Site manager	Materials Time	Children will be able to access DT and art lessons in a purposeful space with appropriate facilities for the curriculum and health & safety.	October half term 2024	
organise technology art resources	Gather existing art/ DT resources from classes, cupboards, store rooms. Organise art and DT equipment into cupboards. Audit and label cupboards.	Class staff Subject leaders Subject leaders	Time Time Time, resources to label	Children will be able to access DT and art lessons in a purposeful space with appropriate facilities for the curriculum and health & safety.	December 2024	

Development of Oasis sensory space  sensory space	Consider layout, storage of tables, equipment Soft comfy furniture Sensory resources to be put in there Label resources 'Pack away' Sensory circuit organised	SENCo	Resource funding Time to complete the organisation and layout Time to purchase, label and organise resources. Time to train staff in sensory circuit	Children will be able to access a calm nurturing space which will help them regulate and be ready to learn. Children will be able to work in small group space to support learning.	December 2025	
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What do we already do?

Processing time/ 'thinking' time given to pupils who may need it

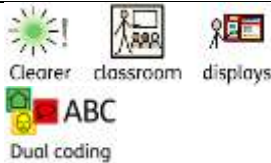


Language at appropriate level given to and used with pupils



How we plan to improve the delivery of information to disabled children and young people.
To further develop the access to information in our school and make it more accessible to all we aim to:

<u>Focus area/ target</u>	<u>Actions to be taken</u>	<u>Person/ people responsible</u>	<u>Resource considerations</u>	<u>What does success look like?</u>	<u>Date for competition</u>	<u>Dated review commentary</u>
Clearer access to information in lessons and on school displays	To reinforce spoken language with visual supports	Class staff SLT Monitoring	* Use of CiP3 * Use of ICT to provide visual support to vocab'	Staff will be using symbols/ photos/ drawings/ gestures to create visual supports chn can refer to and make links with.	End of December 2025	

 Clearer classroom displays Dual coding	To train staff in the use of Dual Coding for lessons and displays.	Staff trng on CiP3 – SENCo Staff trng on making language visible – SENCo (from Watling View trng March 23)	* Staff meeting time * CiP3 licences for essential staff * Trng videos made	It will be visible on working walls, in scaffold resources and lesson presentations. Learning walks and book looks will show this.	End of December 2025	
For Dual Coding to be present on collective worship materials led by school staff  Dual coding	Staff to use CiP3 to create Dual coding for collective worship materials	All staff leading collective worship	* Training CiP3 (as above) * Time for Music Lead to re-do the singing assembly ppt's	Children will be able access more of the written word during collective worship by associating with easy to identify key words with symbols.	End of summer term 2025	