



St Giles' School Accessibility Plan

7th May 2024

Document control

SGS staff lead on policy : SH		Date of next review: Summer 2026
No.	Updates/Changes made in 2023 include:	Page
1	No changes	5

St Giles School Accessibility Plan

Content

1. Definition of Disability	1
2. The school’s plan: vision and values.....	1
3. Contextual Information:	2
4. Action plan	5
5. Monitoring arrangements	8
6. Links with other policies	8

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010). It draws on the guidance set out in “Accessible School: Planning to Increase Access to schools for disabled pupils” DfE.

Definition of Disability:

A person has a disability if they have “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities”. (Equality Act 2010)

The school’s plan: vision and values

St Giles School recognises the legal obligations that the school has towards disabled children and young people. This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve its physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

St Giles School aims to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

St Giles School has high ambition for all pupils irrespective of their individual needs. Our carefully planned curriculum pathways and differentiated approach enables our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The statutory inclusion statement in the National Curriculum for England describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

St Giles school sets challenging, but appropriate objectives and targets for pupils. It responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. St Giles School welcomes all children irrespective of race, ethnicity, colour, creed or impairment.

Contextual Information from pupil data, self-evaluation and school condition survey:

- The school caters for pupils aged between 2 and 19 with a wide variety of complex physical disabilities and medical needs. Many learners have co-existing disabilities including sensory impairments, ASD, moderate learning disabilities, severe learning disabilities and profound and multiple disabilities. The majority of pupils are functioning at levels significantly below the standards expected nationally for children their age and require extensive adult support.

- The school is on a single site. The main building is single storey with a single storey modular building housing the nursery and an early years' classroom. Ramps are in place around the school. When planning for building work enhanced access for pupils is always a consideration.
- All doorways, entrances and exits are fully accessible and wide enough for wheelchair access. All pupils and visitors can enter/exit the building safely in a range of specialist equipment. There are ramps leading to and from external entrances/exits.
- The school has limited parking for staff on site. Minibuses have numbered bays. Visitors to the school are advised to park off site, but parking is set aside for disabled visitors
- There is a waiting area in the entrance foyer with seating available. The entrance to the school is clearly marked with signage.
- Separate play areas contain play equipment that is accessible for pupils e.g. wheelchair accessible swing, accessible roundabout. There are small accessible play areas surfaced in smooth, soft pour surface.
- Special consideration has been given to the needs of visually impaired pupils and visitors with visual impairments with contrasting yellow strips to mark step edges.
- The school has a Fire Safe paging system for hard of hearing staff.
- There are two accessible toilets for adult use in the secondary corridor and modular build.
- Corridors and most classrooms are not carpeted to enable the school to carry out enhanced cleaning, reducing the risk of virus transmission.
- All but one classroom and most pupil toilets have access to a ceiling track hoisting systems to enable pupils to move and transfer safely.
- There is a hydrotherapy pool with sloped access as well as a pool lift system to enable full pool access for non-ambulant pupils. There are changing beds in the adjacent changing rooms and the hoisting system allows pupils to move from here to the pool.
- There are mobile hoists to allow pupils to access rooms and activities beyond their classrooms.
- We have a clear policy on the administration of medicines, with medical and non-medical staff trained to administer any necessary medication on site.
- The school has two Multisensory Rooms. These can be used to stimulate all five senses. The dark sensory room can also be used a calming area.
- Personal Emergency Evacuation Plans (PEEP) are in place for all pupils.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Providing a curriculum that is designed to provide the opportunities essential for the learning and development of all learners, enabling them to make maximum progress throughout their time at the school and be the best that they can be. The curriculum is organised into four pathways;
 - Early Years
 - Pre-formal
 - Semi-formal
 - Formal

- Identifying any change in pupil need through EHCP, multi-agency class liaison and timeline review meetings. As a result, adapts the approach, delivery and content accordingly to better suit the identified needs.
- Ensuring staff have access to the necessary information to meet pupils' individual need is planned through use of pupil's communication passports: for example, symbol size and colour contrast is monitored to ensure maximum access for visually impaired children.
- Access to information to meet pupils' behaviour needs is planned through the use of behaviour plans.
- Providing professional development for staff on inclusive classroom practice and on issues which are disability specific e.g. INSET on positive behaviour support, Total Communication.
- Embedding the school's inclusive values through all areas of the curriculum and wider school life in order to promote the well-being of all parties.
- Working closely with colleagues from specialist services to support pupils' individual needs e.g. the Special School Nursing Service, Physiotherapy, Speech and Language Therapy, the Sensory Support Service Visual Impairment and Hearing Impairment Teams, Occupational Therapy and CAMHS.
- Other school practices, such as sporting or celebration events encourage mutual support, respect and partnerships between children and young people.

ACTION PLAN to make the school’s curriculum, physical environment and information more accessible for people with disabilities

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

AIM	CURRENT GOOD PRACTICE Established practice, and practice under development	OBJECTIVES in accordance with the school development plan	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	St Giles offers a differentiated curriculum for all pupils. The school has four curriculum pathways to meet pupils wide ranging needs; <ul style="list-style-type: none"> • Early Years • Pre-formal • Semi-formal • Formal The curriculum is reviewed to make sure it meets the needs of all pupils	To further develop subject leadership. To review the curriculum to ensure the curriculum and assemblies reflect the cultural, religious, ethnic, gender and sexual diversity of the school, community and country we live in.	Subject leaders to present to Governors. Subject leaders to take part in lesson observations so that they have an accurate understanding of pupil progress. Ongoing curriculum review by subject leaders to ensure equality, diversity and inclusion is supported through the curriculum.	Effie Giagkoglou – RE Subject Leader for assemblies Subject Leaders	Summer 2025	St Giles Curriculum will reflect the cultural, religious, ethnic, gender and sexual diversity of the school, community and country we live in. it will enable all learners to make maximum progress throughout their time at the school.
Increase access to the curriculum for pupils with a disability	St Giles uses resources and approaches tailored to the needs of pupils who require support to access the curriculum.	To establish a Positive Behaviour environment within the school in which all adults have access to the necessary information to meet pupils’ individual needs. To further develop support for learners with social communication needs.	Monitor use of behaviour plans Provide staff with CPD on Positive Behaviour Support including support for pupils with social communication issues. Introduce Zones of Regulation across the school. Pilot use of low stimulus areas within the school to support pupils.	LMT	Summer 2025	Learners receive the individual, personalised support they require to access the curriculum.

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	<p>Curriculum progress is tracked</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Ensure Subject leaders have a clear understanding of learners' attainment across all pathways and are able to use assessment information to monitor progress and support learning.</p>	<p>Bridging Levels completed in Foundation subjects</p> <p>Termly Progress Reviews.</p> <p>Internal and external moderation</p> <p>Identification of any change in pupil need through EHCP, multi-agency class liaison and timeline review meetings.</p>	<p>Deputy Head Subject Leaders</p>	<p>Summer 2025</p>	<p>St Giles School has an assessment framework in place for all subject areas.</p> <p>Subject leaders have clear understanding of learners' attainment across all pathways.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Hoists • Specialist equipment e.g. Acheeva Beds, Triton chairs 	<p>Further develop access for pupils to outdoor play at St Giles through purchase of appropriate equipment and further development of outdoor area – paths, surfaces.</p> <p>Continue developing staff support and equipment for appropriate play activities for St Giles learners.</p>	<p>Ongoing redevelopment of outdoor area including wheelchair accessible play equipment</p>	<p>LMT - School Business Manager</p> <p>Fiona bell – Upper School Department Leader and PE teacher</p>	<p>Summer 2025</p>	<p>All pupils enjoy outdoor play regardless of their physical and sensory needs.</p>

AIM	CURRENT GOOD PRACTICE Established practice, and practice under development	OBJECTIVES in accordance with the school development plan	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	St Giles School uses a Total Communication approach to make sure the curriculum is accessible. This includes: <ul style="list-style-type: none"> • Makaton signing • Large print resources • Use of symbols • Use of objects of reference 	To establish a Total Communication and environment within the school in which all adults are communication partners and have access to the necessary information to meet pupils' individual needs. Ensure school council has particular regard to how non-verbal pupils with SLD and PMLD access this activity	Monitor use of communication passports Provide staff with CPD on Total Communication Discuss appropriate inclusive activities for school council including preparation before the meeting, use of symbols, signing, Talking Mats.	LMT	Summer 2025	Learners receive the individual, personalised support they require to access the curriculum and enrichment activities.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governor for Equalities, Diversity and Inclusion and the Headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy
- SEND policy
- Behaviour policy.



This policy has been approved by the Governing Body of St Giles School at the meeting on 07/05/24

Signed: *B. Hukette*

Chair of Governors

Signed: *SR*

Headteacher