St George's School Windsor Castle

ACCESSIBILITY PLAN

It is a requirement of the Equality Act 2010 that all schools have a three-year accessibility plan and that the plan should show how the school plans to (with timescales):

- increase the extent to which disabled pupils (including those with SEND) can access the curriculum;
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and additional services offered by the school.

A disability is defined 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".

This definition provides a relatively low threshold and includes more children than many realise; 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Background

St George's School is a non-selective prep school. For pupils joining after the initial entry points in Nursery and Reception, prospective pupils attend a taster day and information including current reports from previous schools is obtained.

Parents are expected to provide information on any disability or special educational need which currently exists for any pupil joining the school.

For any current pupil for whom a SEND is identified or for any prospective pupil for whom a need is notified to us, the School will assess the additional support requirements and will endeavour to put provision in place. This will be done in close liaison with parents, relevant members of the school staff and relevant external professionals.

St George's School does not discriminate on these or any other grounds and aims to do nothing to place a disabled pupil at a disadvantage. In some cases it may be necessary to make reasonable adjustments to ensure this is not the case. Whether an adjustment is reasonable will be determined on the basis of the facts of that individual case, including cost implications.

CURRENT PROVISION

Curriculum access

Pupils are offered support from the SEND department to access the curriculum – see SEND policy. This support is evaluated on a pupil by pupil basis and is continuously reviewed to ensure the provision meets need. Strategies employed to support pupils include:

- training for differentiation within lessons;
- in lesson specialist SEN teaching;
- additional SEN tuition in small groups or one-to-one;
- use of technology to enable pupils to cope with the demands of academic study such as provision of laptops for written subjects and iPad use.

Pupils' medical needs are managed with Matron/ School Doctor and parent co-ordination (e.g. asthma, diabetes) to ensure lessons are accessible and to minimise the risk of medical complications such as games/ swimming/ PE.

The catering team and Matrons work together to ensure appropriate food provision to accommodate known allergies.

The Head of Food Technology also works closely with the Matrons to ensure an updated record of food allergies and preferences is considered in planning work for the curriculum and after school activity.

The Director of Sport regularly reviews the co-curricular programme to ensure the programme includes a range of activities which appeal to the full range of our pupils' needs and abilities.

Staff organising trips and visits are required to consult with the matrons to ensure any medical needs are considered and catered for.

Provision of written information

The School does not currently have any pupils with severe visual impairment.

The School makes use of electronic technology for the majority of its communications with parents/ guardians. This includes use of a secure parent portal, email for newsletters and notifications, and Clarion Call text message alerts for urgent information.

Pupils have access to computers and iPads in lessons if required. Googledocs is used to enable electronic communication of work from pupil to teacher.

All printed material (such as school reports and the termly calendar) are generally also available electronically via the portal or website and so can be adjusted by the recipient to take account of any visual impairment (e.g. use of larger font size).

Physical environment

The School does not currently have any pupils with mobility restrictions, however the School has worked with parents and relatives to ensure events are accessible to individuals with additional physical need.

Wheelchair access is possible through the main door to the main building as well as to OBH via a ramp. Within the main school, the reception has been relocated (2006) to the front of the building. Parents evenings and the main school performances are held in the Gym or Victoria where step free access is possible for wheelchair users. Doors are wider or entrances are double doors at these points.

A wheelchair accessible toilet is available on the ground floor of both OBH and the main school. Ramps provide access to the main playground and playing field. It is possible to access the Pre-Prep ground floor rooms from the playground.

For fixtures on the playing fields and for events in the Chapel, we are able to arrange permission for vehicle access to the field/ castle.

Listed status parts of the building mean certain adaptations to increase physical accessibility are on occasion limited.

RECENT CHANGES AND IMPROVEMENTS

Curriculum access

In September 2014 conversational language options were introduced for Y6 to provide broader education without the pressure of formal examination as part of the Common Entrance syllabus followed at St George's.

During Michaelmas Term 2015 teaching staff and classroom assistants attended an inset session on ASD to enhance their awareness and knowledge of the disorder.

Training was provided during the 2014/15 academic year to all teaching staff from Y3-8 on classroom differentiation to provide additional strategies and tools to support pupils in their learning.

Inset training in September 2018 focussed on mental health and wellbeing for both Upper and Lower school staff. Several of the strategies and approaches discussed are being implemented by staff in day to day activities with pupils.

New laptops have been provided to the SEN Department to support pupils requiring assistance with written subjects.

Provision of written information

The St George's Parent Portal was launched in December 2015, providing an electronic communication tool for all school newsletters, academic reports and pupil information as well as the School Calendar. This allows parents to view information on screen and so adjust size, brightness, etc. to suit vision.

Physical environment

When the DT and Art block windows were replaced (Easter 2015), wheelchair accessible doors were installed to the DT room. This has created step free access to the ground floor – currently the DT and Food Tech rooms. Car parking arrangements would need to be reviewed to enable constant free access to this door on a regular basis.

A Disability Provision Survey was completed in March 2015.

Physical and planning limitations restrict the extent to which step free access can be managed for the upper levels and some of the ground floor areas of the School. We have previously investigated (when building the Science lab) installation of lifts which was rejected by local planning officers due to the nature of the buildings.

LED lighting is being installed through the school where existing lights require replacement. This has enhanced the light levels in the upgraded areas, including the gymnasium.

ACCESSIBIILITY PLAN: JANUARY 2016-2019

Action		Timescale	
Undertake regular accessibility audits	Undertake self-assessment review of accessibility at least annually.	July 2019	
	Update the disability provision survey at least every 3 years	March 2021	
Curriculum Access			
Assessment of new pupils for learning difficulties	Ensure appropriate information is gained at point of entry for each pupil to identify additional need.	Ongoing	
	Ensure all staff are aware of SEND policy and process for managing a pupil for whom a need is suspected.	Ongoing	
Monitor training on differentiation for teachers – ensure updated regularly	Review the specific needs of current pupils and ensure teachers are appropriately trained to manage the additional needs	Ongoing	
Consider introduction of additional technology to support pupil need	Introduce iPad technology to years 6-8 iPad investment for Science and Upper School. Ipad training for Upper School staff.	12/18 months Sept 2016 and ongoing Sept 2017	
	Continually review the needs of pupils living with a disability and introduce additional technology as appropriate.	Ongoing	
Provision of Information Already in Writing			
Increased access to information electronically	Launch new website – with multi device functionality allowing access to school information on a wider range of devices	March 2016 Completed June 2016 Relaunched June 2018	
	Develop Portal capability to enable further secure means of communication with parents and potentially pupils.	Ongoing	
Become familiar services available via the Local Authority to provide alternative format information	Assess individual pupil's need for different format information and respond accordingly.	Ongoing	
Improving the Physical Environment			
Consider physical accessibility in any new developments or building projects	Ensure physical disability is considered in Pavilion replacement plans.	Summer 2016	
	Smoother pedestrian access route installed across Chapter Mews.	Aug 2016	

Consider visual and hearing impairment when undertaking room refurbishment	Within limitations of conservation and planning for listed buildings, ensure colour schemes and sound quality are considered in any room refurbishment.	Continuous and ongoing	
	Within limitations of conservation and planning for listed buildings, ensure steps and changes of level are clearly visible, marked and where required step free provision is available.	Continuous and ongoing Step edge marking tape trialled in main school corridor Mich Term 2017 – removed due to trip risk.	
Develop an action plan should disabled access be required to school	Determine opportunities to repurpose facilities to make subject teaching areas fully accessible to pupils with restricted mobility.	Mar 2019	

APPENDIX 1: Suggested questions for an internal audit of accessibility:

Section 1 : How does your school deliver the curriculum?

- Do you ensure that teachers & teaching assistants have the necessary training to teach and support disabled pupils?

- Are your classrooms optimally organized for disabled pupils?

- Do lessons provide opportunities for all pupils to achieve?

- Are lessons responsive to pupil diversity?

- Do lessons involve work to be done by individuals, pairs, groups & the whole class?

- Are all pupils encouraged to take part in music, drama & physical activities?

- Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?

- Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in practical work?

- Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

- Do you provide access to computer technology appropriate for students with disabilities?

- Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?

- Are there high expectation of all pupils?

- Do staff seek to remove all barriers to learning and participation?

Section 2 : Is your School designed to meet the needs of all pupils?

- Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms; the assembly hall; canteen; library; gymnasium and outdoor sporting facilities; playgrounds and common rooms – allow access for all pupils?

- Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?

- Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

- Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?

- Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?

- Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

- Are areas to which pupils should have access well lit?

- Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?

- Is furniture and equipment selected, adjusted & located appropriately?

Section 3 : How does your School deliver materials in other formats?

- Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

- Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg, by reading aloud overhead projections and describing diagrams?

- Do you have the facilities such as ICT to produce written information in different formats?

- Do you ensure that staff are familiar with technology and practices

Prepared by: Katie Chorley Oct 2016. Reviewed July 2017, Sept 2018

Next review: July 2019