

St George's School Edgbaston Accessibility Plan 2015 – 2018

| Target area | Action - Last Reviewed Jan 2017 | Timescale | Outcome Last Reviewed Jan 2017 |
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| LOWER SCHOOL Improve physical access to and safety within buildings for all groups | Male toilet access | Summer 2018 | New toilet installed lower ground floor for use of male staff |
| | Fencing around lower school playground | Summer 2018 | All Lower school playgrounds fully enclosed |
| | Mini bus with improved access | Summer 2018 | New minibus with lower step to get on and off |
| | Ramps for wheelchair access | Summer 2018 | In nursery (now to be reallocated) |
| | Fire safety Training | Annual | twilight for all staff |
| | Parking space developed at the back of school | 1. Car park by D&T 2. Car park by tennis courts | 2 extra car parks available for staff at back of school |
| | Lighting at the back of the school for car parks | Summer 2018 | Car parks lit at back of school |
| | Use of blinds extended across school | Summer 2018 | |
| | Telephone in SPACE rooms | Autumn 2014 | Telephone connection to all main rooms in SPACE building |
| | Staff photo – boards | Autumn 2018 | |
| | Toilets added to SPACE building | Summer 2014 | Staff toilet, Boy, Girl toilets available |
| | Disabled parking – re-designated and extended | Summer 2018 | Disabled parking bay allocated at front of school |
| | Key fobs for entrance to the building - staff | January 2016 | Main door has key fob entrance and exit |
| | Staff identification – personal lanyards | Autumn 2017 | All staff have lanyards to identify them easily to others |
| Dining hall moved for LS use to meet sensory needs | Autumn 2017 | LS tables by serving stations – lower ceiling | |

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| | | | reduces echo and noise |
| | Mobile ramp to improve accessibility to building | Summer 2018 | |
| | Extend Carpets in rooms and corridors – sensory needs | Summer 2018 | Corridors and most classrooms are carpeted |
| | Restrict internal access between Lower and Upper school | Autumn 2017 | Coded door between upper and lower schools – lower ground corridor |
| | Restricted access to Nursery | Autumn 2017 | Coded gates to nursery |
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| UPPER SCHOOL Improve physical access to and safety within buildings for all groups | Secure fence and side gates to back of US | 2015/16 | Coded gates to back of school |
| | Aid movement of pupils around school | Sept 15 | Colour coded signage |
| | Ensure all can access school transport | Sept 15 | New mini bus with improved access steps |
| | Ensure safety for all in school | Sept 15 | Alarm cord to be installed in ground floor disabled toilet |
| | Ensure all can access medical room | Sept 15 | toilet in medical room with disability alarm cord |
| | Ensure access for all | Sept 15 | More handrails installed on strategic steps and stairs |
| | Ensure all can be safely evacuated from buildings in the event of a fire. | Annual | Fire safety Training -twilight for all staff |
| | Ensure all can be safely deposited and picked up from school | Sept 16 | Parking space developed at the back of school to free up room at front of building |
| | Ensure the rear of the building has adequate lighting | Sept 15 | Lighting at the back of the school |
| | Ensure all can access visual materials and whiteboards | Sept 15 | Use of blinds extended across school |
| | Ensure safety in areas remote from the rest of the school | Sept 15 | Phone access to DEN |
| | Ensure only named people can enter the buildings | Sept 15 | Key fobs for entrance to the building - staff |
| | Ensure only those with clearance enter the buildings | Sept 15 | personal lanyards issued to all staff |
| | Ensure staff have necessary facilities | Sept 16 | Staffroom relocation to ground floor |

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| | Ensure the needs of SEND students can be met | Sept 16 | Create hub area for SEND |
| | Meet the safety and sensory needs of students | Oct 16 | Extend Carpets in rooms and corridors – |
| | Ensure hygienic safety of all members of the school community | Jan 17 | Electronic hand dryers provided in all toilets |
| | Ensure students can sit appropriately and comfortably – meeting their sensory needs. | By Sept 18 | Replace chairs in all classrooms to provide lumbar support |
| | Ensure all areas of the SEND hub are kept to a working at temperature. | By Sept 18 | Rationalise heating within the SEND hub |
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| LOWER SCHOOL Improve access to the curriculum for pupils in Lower School for growing number of students with a range of needs and difficulties, including: <ul style="list-style-type: none"> • ASD, • dyslexia, • dyspraxia, • Mental Health issues such as self-harm, anxiety, • school refusers, • LAC • ODD • ADHD/ADD | Centralisation of SEN/ SALT / EAL – SPACE hub | Autumn 2014 Easter 2016 | Relocation of staff Intervention rooms created through partitioning |
| | Library / ICT room provision (within SPACE) | Summer 2014 | Specialist provision and Curriculum Enhancement ‘SPACE’ building established accessed by all pupils |
| | Speech and Language Therapist available in school | Spring 2016 | S< appointed for 2 days per week through Integrated Treatment Services |
| | AET level 1 training for all staff – ongoing program | Most recently Autumn 2016 | Staff throughout school AET level 1 trained |
| | Clear communication of needs - Pupil passports for all pupils on SEND register | Autumn 2015 | All pupils on SEND register |
| | Visual overlays, coloured paper/books, , | Maintained | In place for pupils who are tested and indicate they help |
| | Clicker 7 | By July 2016 | Clicker 6 upgraded to Clicker 7. 1 day training for teacher from LS to be cascaded to staff. Twilight training/sharing of practice sessions x2 |
| | SPACE intervention group for pupils with speech and language needs | July 2016/2017 | Maintained since Autumn 2015 |
| | Use of FM radio aid for pupils with hearing impairment | Autumn 2016 | One pupil using FM radio aid for hearing |
| | Art Therapy introduced | By Spring 2017 | 1 member of staff (LSA) trained and first sessions started |

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| Gross- motor skills group | Maintained | Weekly groups running for identified pupils. Cerebral Palsy training from NHS Physiotherapy service to support specific pupil |
| Speed Up – Kinaesthetic Handwriting Programme | By July 2016 | First groups started Spring/Summer 2016, intervention continued for identified groups 2017 |
| Friends for Life training and delivery – 3 year update/retraining for current staff delivering, new training for key members of staff | By July 2017 | Group delivery maintained – training needs completing by April 2017 |
| Support for Sensory needs in the classroom | By July 2016 | Balance balls, ear protectors, seat cushions, fiddle toys, weighted cushions, writing slopes all used when identified as effective for specific pupils |
| Specialist keyboards available for specific students | By July 2016 | Keyboard in use for |
| Risk assessment – trip access for specific pupils | | Risk assessment procedure followed to ensure adjustments are considered and, if reasonable, made for all pupils requiring them. |
| Equality Act training | Sept 16 | Whole school ½ day from legal specialists |
| Clicker 7 - training | By Sept 18 | Purchase of clicker 7 and INSET |
| Protected Behaviours | By July 2017 | LSAs trained to deliver Protective behaviours programme (2 days) Programme first delivered Autumn 2016 across all LS classes. Evaluation and improvement planning for next delivery Autumn 2017 |
| Introduce enlarged font reading materials | By Sept 18 | |
| Support through Assistive technology - ipads, | By July 2016 | Set of ipads in place for loan and use in class. All teachers allocated ipad. |
| Accelerated Reader Prog – yr 5 and 6 | Introduced 2016/17 | Pupils have log ons and termly loans of books from US library |
| ADHD training | By July 2016 | SENCo trained and then provided |

| | AET level 1 training for all staff – ongoing program | Ongoing | |
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| UPPER SCHOOL Improve access to the curriculum for the growing number of students in Upper School with a range of needs and difficulties, including: <ul style="list-style-type: none"> • ASD, • dyslexia, • dyspraxia, • Mental Health issues such as self-harm, anxiety, • school refusers, • LAC • ODD • ADHD/ADD | Improve staff access to key information | Sept 2015 | Pupil Passports for all SEND students |
| | Revised Pupil passports for all pupils on SEND register – | Sept 2016 | Add explicit to learning strategies |
| | Reduce number of student documents | 2017/18 | amalgamate pupil passports and IEPs |
| | Support through use of assistive technology - | 2017/18 | – increase number of laptops |
| | Alternative pathways to GCSE and A level | By Sept 18 | |
| | Introduction of BTECH | By Sept 18 | |
| | Introduction of Functional Skills | Sept 2015 | |
| | Planning for Inclusion of SEND | Jan 16 | Whole school training – |
| | LSA training on Dyslexia | 2016/17 | 5 Twilight sessions |
| | Ensure access for pupils with visual stress, | 2015/16 | Provide Visual overlays, coloured paper/books |
| | Extend range of assistive technology - | 2017/18 | Purchase Clicker 7/ Write online / Dragon - |
| | Provide time and opportunity to develop gross motor skills | Jan 17 | Gross- motor skills group set up |
| | Provide time and opportunity to develop fine motor skills | Jan 17 | Fine motor skills group set up |
| | Develop resilience, well- being and self -esteem. | Jan 17 | Wellbeing intervention |
| | Mentor system introduced | Jan 15 / 16 /17 | Ongoing and developing |
| | Mentors to be accessible at all times | Sep 16 | Mentors with mobile phone access |
| | Designated room allocated for mentors | Sept 16 | Part of SEND hub |
| | Develop interpersonal skills | 17/18 | Friends Youth Training intervention |
| | Individual risk assessment for pupils | | ongoing |
| | Risk assessment – trip access for specific pupils | | ongoing |
| | Equality Act training | Oct 16 | Whole school ½ day from legal specialists |
| | Extend SEND pupil voice | Jan 17 | SEN pupil questionnaires |
| | Clicker 7 - training | By Sept 18 | Purchase of clicker 7 and INSET |
| Improve awareness of how to keep pupils safe | Sept 16 | Protected Behaviours training | |

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| | Introduce use of Task Boards in all lessons | Oct 16 | |
| | Ensure access to pre-tutoring | Ongoing / updating as courses change | Introduction of Topic webs for all subjects - available on the website |
| | Access through Quality First Teaching – | Oct 16 | resources and training- whole day – |
| | Improve pupils access to reading at an appropriate level | Sept 15 | Accelerated Reader program |
| | Improve awareness of ADHD | | ADHD training |
| | Photo boards with pictures / names and roles of staff employed in school. | 2018 | |
| | Purchase “Twinkle “ membership for upper school | 2017 | |
| UPPER AND LOWER SCHOOLS | | | |
| Improve access for provision of information between school and parents – both LS and US | SEN coffee morning termly | Ongoing | Established and timetabled meetings |
| | Improve parent access to information | Ongoing | Report format development |
| | Enlarged print letters and newsletter | | |
| | Website update | Autumn 2016? | |
| | SEN information leaflets | By July 2016? | LS and US Leaflet explaining SEND provision at SGSE – summary of website information |
| | School Information Report on website | January 2015? | SIR has been reviewed and updated annually since published in 2015 |
| | School Facebook account | By Sept 18 | |
| | Parent questionnaires –“parent voice” | Autumn term 2015 | |
| | Translate SEND information into key community languages – QR codes to translate electronic information (see EAL action plan) | By July 2018 | |
| CYGNET parenting course x 2 annually | July 2016 ongoing | Cygnets delivered to two cohorts of parents Summer term 2016 | |
| LOWER SCHOOL | | | |
| Improve access to resources | Appoint SEND Administrator for Lower School | By July 2016 | Support for SENCo to manage admin aspects of pupils with SEND. |
| | iPads for staff | By July 2016 | Class teachers have access to allocated ipad |

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| and support for staff to plan and deliver more effectively | AET level 3 training | By July 2015 | |
| | Support for making visual resources | By July 2016 | Clicker 7 , Twinkl log on in place to generate visual resources |
| | Refurbishment of Staff room | By July 2016 | Staff have access to workspace within staff room . |
| UPPER SCHOOL | | | |
| Improve access to resources and support for staff to plan and deliver more effectively | Appoint SEND Administrator for Upper School | Nov 15 | Support for SENCo to manage admin aspects of pupils with SEND. |
| | Appoint second SENCo for US | By July 2017 | |
| | Implement key person system with Form tutor and TA | Sept 16 | |
| | Establish and record SEND concerns /actions | Nov 16 | Create Referral system |
| | Establish SEND base – including access to welfare/ care / Guidance | Sept 16 | Relocated / refurbished |
| | Create leads on Autism | Sept 2016 | AET level 3 training –key staff |
| | Create checklist of classroom expectations for SEND | Sept 2017 | |
| | Create SEND resource area for shared resources (school system) | Sept 2017 | |
| | Create SEND resources area within department areas | Sept 2018 | |
| | Provide ipads for staff - | Autumn 2018 | |
| Improve access to external services within school | | | |
| Improve access to external services within school | Develop role of nurse –extend hours | By 2018 | CAF, Safeguarding DSL training |
| | Improve communication channels for school Nurse | By 2018 | Nurse to have mobile phone access |
| | Appoint counsellor for US | By 2018 | |
| | Appoint counsellor for LS | By 2018 | |
| | S< assistant employed and maintained | Sept 2015 | S&L TA remains in place, delivering group and individual intervention across LS and US |