



## **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 Kindergarten and Reception, prospective pupils attend a taster day and information including current reports from previous schools is obtained.

Parents are asked 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, for example occupational therapist/ educational psychologist.

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.

The Governor's Strategy and Development Committee are responsible for reviewing this plan annually.

## **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.;
- provision of equipment to aid pupils with visual impairment and/or dyslexia

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 in lessons such as games/ swimming/ PE.

The catering team and Matrons work together to ensure appropriate food provision to accommodate known allergies and with the pastoral team to manage any food related challenges.

The Food Technology teacher and teachers planning any food related activities as part of the curriculum work 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 however the school is able to provide magnifying sheets to aid reading and ensure that class based work remains accessible to any pupils with impairments such as increased the font size on typed class exercises and examination papers.

The School makes use of electronic technology for the majority of its communications with parents/ guardians allowing them to make adjustments to their display to suit the specific needs of a reader. This includes use of a secure parent

portal, emails for newsletters and notifications, and Clarion Call text message alerts for urgent information.

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).

Pupils have access to computers and iPads in lessons if required. Googledocs is used to enable electronic communication of work from pupil to teacher. Chromebooks are increasingly used by pupils to access lesson and prep materials.

## **Physical environment**

The School does not currently have any pupils with mobility restrictions which meet the definition of a disability, however the School has worked with parents and relatives to ensure events are accessible to individuals with additional physical need. A use of crutches in school policy has been introduced for instances where pupils sustain an injury requiring them to use crutches.

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 was relocated (2006) to the front of the building meaning it is accessible without. 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 main entrance via the playground without steps.

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 but accessibility is considered in any development. The Pavilion (completed in 2019) includes ramp access to store rooms and an accessible toilet facility.

## **RECENT CHANGES AND IMPROVEMENTS**

### **Curriculum access**

Inset and ad hoc training is provided to staff to increase their awareness of and ability to assist pupils with learning needs. The SEN team work with relevant teachers to ensure they are appropriately briefed on pupils needs.

Inset training in September 2018 focussed on mental health and wellbeing for both Prep and Pre-Prep staff. Several of the strategies and approaches discussed are being implemented by staff in day to day activities with pupils and staff are able to utilise strategies to support children who might find themselves anxious or stressed in the classroom at particular times.

Laptops are available in the SEN Department to support pupils requiring assistance with written subjects. Other adjustments made to aid pupils with SEN which impact their learning include provision of coloured paper for exercise books and reading rulers. Pupils with other SEND have been provided with concentration aids such as wobble cushions, chair wedges and writing slopes and the school works with external therapists where treatment sessions and exercises are best completed on site.

In January 2019 two members of staff (SENCO and one Grad Assistant) were trained in Occupational Therapy Techniques to deliver to some pupils at the start of the school day focusing on improving core mobility and motor skills and setting them up well for the teaching day.

### **Provision of written information**

The St George's Parent Portal provides a secure 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. The school website also provides electronic means of information transfer and during the 2020 year, use of google classroom developed to enable online learning to take place, a development which the school intends to build upon moving forwards.

### **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 and the findings are reviewed and considered regularly as part of site development plans.

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.

A new Pavilion building on the school playing field, completed in 2019, includes accessible toilet facilities and, if required in extreme weather, shelter via a ramp to the storage area as well as an overhanging roof providing some rain cover at ground level at the front of the building.

The tennis court has been resurfaced in artificial “turf” to enable teaching of a wider range of sports including hockey.

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

Any new minibus leased or bought by the school includes wheelchair accessible features. Currently the school have three minibuses, two of which can accommodate wheelchairs.

## **Equality of provision**

One of the three WC facilities in the Pre-Prep area has been designated Unisex. A “girls” and “boys” separate toilet are also provided. A unisex accessible toilet facility is also available.

All classroom subjects are taught co-educationally.

Within the sports curriculum, PE lessons are taught co-educationally. Games lessons are taught based on gender but increasingly the sports taught are common. Cricket, first introduced to the girls’ games curriculum in Trinity 2018, is now the main team sport taught to all pupils in the Trinity Term.

Discussions are ongoing to ensure equality of provision for girls and boys at the school. Whilst equality of provision underpins all areas of what the school seeks to achieve, two areas are of particular focus:

- Opportunities for an elite girls’ choir in parallel to the boy choristers of St George’s Chapel who are educated at the school. Receipt of a donation from the estate of a former pupil has provided an opportunity to springboard this planning – discussions are ongoing [as at April 2021].
- Discussion of provision of estate and facility development to improve on-site sports facilities for girls’

## ACCESSIBILITY PLAN: February 2019-2021

Action		Timescale	
Undertake regular accessibility audits	Undertake self-assessment review of accessibility at least annually.	July 2021	
	Update the disability provision survey at least every 3 years	Summer 2021 Delayed to Summer 2022 due to pandemic	
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 (protocols shared with staff)	
	Ensure information on good practice and helpful strategies are shared with main school staff by SEN department	Ongoing (e.g. ADHD leaflet Michaelmas 2019)	
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	Further develop Ipad training for Prep School staff. Chromebook use in classrooms	Ongoing	
	Continually review the needs of pupils living with a disability and introduce additional technology as appropriate.	Ongoing	
Consider equal access to elite choral music for girls	Explore opportunities to develop an elite girls' choir for the school (e.g. providing the top line for Eton Chapel Choir), including parity in musical standards, performance opportunities and financial parity.	Ongoing	
	Continue to discuss opportunities both at St George's School and with the Dean & Canons for opportunities for girls.	Ongoing	
Provision of Information Already in Writing			
Increased access to information electronically	Monitor technological advances to ensure website/portal and other written channel information remains accessible.	Ongoing	

	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	
<b>Improving the Physical Environment</b>			
Consider physical accessibility in any new developments or building projects	Assess levelling cobbles/ repointing cobbles in OBH courtyard.	August 2021 Delayed to Summer 2022 due to pandemic	
	Consider step free access step free access when evaluating options for entrance to school/enclose courtyard space	August 2021 Delayed to Summer 2022 due to pandemic	
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	
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 2021	
Consider provision for transgender pupils	Consider opportunities to put in place gender neutral changing and toilet facilities alongside the existing boys and girls.	Ongoing review of need to implement.	
Consider sporting facilities	Alongside development of the next stage of the school's strategic plan consider sporting facility provision in particular in relation to girls.	Alongside strategic vision development to 2025	

## **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

**Updated by: Katie Chorley April 2021**

**Previous version reviews: KC Oct 2019. Reviewed Sep 2020**

**Discussed by Governors' Strategy & Development Committee: ]**

**Next formal review: April 2022**