



# Accessibility Plan 2025 - 2028

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our aim at St. George's Catholic School, is to help all our children and young people to,

*‘develop harmoniously their physical, moral and intellectual qualities’*,

Our motto is, to help all our pupils,

*‘To grow in mind, body and spirit’.*

St. George's is an inclusive school where we work to help all our children to develop respect for themselves, their achievements and a respect and understanding of others. We use our best endeavours to remove barriers to learning and participation, and to make equality of opportunity a reality, for all in our community.

We strive to offer children high quality teaching and access to a broad and balanced curriculum based in a Catholic Christian setting, and to prepare our pupils for entry into the wider world.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including children, parents/carers, staff, school governors and volunteers.

## 2. Legislation and guidance

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.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>St George's offers a differentiated curriculum for all pupils.</p> <p>Staff use a range of strategies to support learning, including scaffolding, small group work, visual aids, and multisensory resources.</p> <p>Curriculum resources include examples of people with disabilities and promote inclusion.</p> <p>Children are well supported by the teacher and support staff.</p>	Ensure that all pupils, including those with SEND, can access the full curriculum through high-quality teaching and adaptive support.	<ul style="list-style-type: none"> <li>- Provide ongoing CPD for staff on adaptive teaching and SEND strategies.</li> <li>- Use assistive technologies where appropriate (e.g. text-to-speech, visual supports).</li> <li>- Review and adapt curriculum materials annually to ensure accessibility.</li> <li>- Regularly review pupils' provision maps and EHCP targets.</li> </ul>	SENDCo, class teachers, SLT	Ongoing (reviewed termly)	All pupils, including those with SEND, make at least expected progress in line with their peers; curriculum engagement increases. Behavioural incidents decrease.
Improve and maintain access to the physical environment	<p>The environment is adapted to meet the needs of pupils as required. This includes ramps, accessible toilets, wide corridors, and accessible outdoor areas.</p> <p>The environment is safe for children that may abscond.</p> <p>Pathways are clear and overhanging plants are regularly pruned to ensure the site is accessible to pushchairs and wheelchairs.</p> <p>Doors have touch pads allowing wheelchair users to move around the site independently.</p>	<p>Maintain a physically accessible environment and plan improvements as needed to meet changing needs.</p> <p>Review the site regularly and make adjustments as necessary.</p>	<ul style="list-style-type: none"> <li>- Conduct annual accessibility audit of school premises.</li> <li>- Ensure clear, accessible signage across the site.</li> <li>- Maintain and upgrade ramps, handrails, and lighting as needed.</li> <li>- Provide accessible classroom layouts to support mobility and sensory needs.</li> <li>- Ensure emergency evacuation plans account for pupils with disabilities.</li> </ul>	SENDCo, Headteacher / caretaker / SEND Governor	End of the summer term, annually	The physical environment remains fully accessible to all pupils, staff and visitors; any barriers identified are promptly addressed.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to make information accessible, including large print, pictorial representations, and visual timetables.</p> <p>All teachers have access to Widget online to create accessible resources for children.</p> <p>Teachers use sign to compliment spoken language and support understanding.</p>	Ensure that all pupils and families can access school information in appropriate formats.	<ul style="list-style-type: none"> <li>- Provide information in alternative formats upon request (e.g. large print, audio, translated versions).</li> <li>- Use visual aids, Makaton/STC, and symbols where appropriate.</li> <li>- Ensure the school website complies with accessibility standards.</li> <li>- Provide training for staff on effective communication with pupils with sensory or communication needs.</li> <li>- Provide training for staff on the use of Makaton/STC.</li> <li>- Provide training for staff on using Widget online.</li> </ul>	SENDCo	Ongoing (reviewed annually)	<p>Information is accessible to all pupils and parents; positive feedback received from families.</p> <p>Increased staff confidence when using sign and creating resources using Widget online.</p>
SEND and Medical register and information on children with additional needs to be regularly updated.	The SEND and Medical Register is updated regularly and shared with relevant staff. Individual Healthcare Plans (IHPs) are maintained for pupils with medical conditions.	Maintain accurate and up-to-date records of all pupils with SEND and medical needs.	<ul style="list-style-type: none"> <li>- Review SEND and Medical Registers termly.</li> <li>- Liaise with parents/carers and outside agencies to ensure information is current.</li> <li>- Share updated information with staff as needed while maintaining confidentiality.</li> </ul>	SENDCo	Termly	Registers are current and reflect the needs of all pupils; staff have up-to-date information to support pupils effectively.

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Use appropriate assessment tools and activities for children working pre-key stage.	<p>Staff use a range of formative assessments and tailored tools to track progress for pupils working below age-related expectations.</p> <p>Staff are familiar with the Somerset Graduated Response Toolkit and complete for children on the concern list.</p>	Ensure effective assessment of pupils working below national curriculum levels to inform planning and interventions.	<ul style="list-style-type: none"> <li>- Implement and review assessment tools such as Engagement Model, pre-key stage standards or Branch maps.</li> <li>- Provide staff training on using pre-key stage assessment frameworks.</li> <li>- Monitor progress and adjust interventions accordingly.</li> </ul>	SENDCo, class teachers	Ongoing	Pupils working pre-key stage show measurable progress and engagement; teachers can clearly evidence development.
Interventions are used appropriately to help children make progress in targeted areas and skills.	<p>Targeted interventions are used to address specific areas such as literacy, numeracy, speech and language, and social skills.</p> <p>TA's are able to assess children and deliver interventions to groups of children.</p>	Ensure that interventions are purposeful, evidence-based, and regularly reviewed for impact.	<ul style="list-style-type: none"> <li>- Maintain an intervention timetable aligned with pupil needs.</li> <li>- Monitor and evaluate intervention effectiveness termly.</li> <li>- Provide staff training on delivering evidence-based interventions.</li> <li>- Share outcomes with parents and SLT.</li> </ul>	SENDCo / Intervention Lead TA's / Class Teachers	Ongoing (termly review)	Interventions show positive impact through progress data and qualitative evidence; pupils close gaps in targeted areas.

## 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 SEND Governor, Marjorie Bullock and Headteacher, Mrs. McDonnell.

It will be approved by Headteacher, Mrs. McDonnell and SEND Governor, Marjorie Bullock, as delegated by the Governing Body

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy