Accessibility Plan

St George's CE Infant and Preschool

Date of policy: September 2025
Review date: September 2028

Signed (Headteacher)

Signed (Chair of Governors)

Inspire, Believe, Achieve- Let Your Light Shine Matthew 5v16.

Be inspired with all our mind, believe in ourselves to achieve and flourish

The 6 Principles of Nurture:

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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

St George's 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 school vision 'Inspire, Believe, Achieve-Let Your Light Shine' underpins everything we do at St George's. We understand our role is to inspire all our children to believe in themselves to achieve their full potential and flourish.

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.

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 disabled pupil faces in comparison with non-disabled pupils. 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.

Increase access to the curriculum for all children with a disability

Target	Strategies	Timescale	What will success look like?
St George's recognises a wide range of special needs and abilities and has made provision across the curriculum to meet these	Teacher's plan for and offer a differentiated curriculum for all pupils and use resources tailored to the individual needs of pupils who require support to access the curriculum. Our resources include examples of people with a range of disabilities. The curriculum is reviewed to make sure it meets the needs of all pupils	On going	Every child makes at least satisfactory progress and works to the best of their ability. Children identified as having additional needs are happy in school
The SENDCo completes required training	The SENDCo completes training courses and reports back to staff. The SENDCo supports staff to meet the needs of individual pupils. SLT/SENDCo arranges training/information sharing sessions for teaching staff as required	On going	Strategies enable full curriculum access for pupils with a range of special needs. Up to date information and training is shared with all relevant staff
The SENDCo to be familiar with the specific needs of all children on the SEND register.	The SENDCo regularly reviews the SEND provision for all pupils. Termly SEND review meetings are held to ensure regular liaison between SENDCo and teaching staff. Curriculum progress is tracked for all pupils, including those with a disability	Termly	Targets are set effectively and appropriately for pupils with additional needs. There are regular interventions in place for all children who require additional support
Staff work with feeder settings to consider new intake for the following year, to identify access requirements/training needs early	Provide relevant training as required	On going	Staff feel confident and competent to deal with a range of abilities and disabilities

Ensure that pupils with a disability can participate in wider curriculum opportunities e.g. clubs, trips, etc	Audit activities as required to ensure accessibility for all	On going	All children have accesses to full curricular and extra-curricular opportunities

Improve and maintain access to the physical environment

Target	Strategies	Timescale	What will success look like?
Staff ensure all children can freely access all buildings and learning resources at St George's	Allocation of classrooms and organization of resources and furniture to ensure easy access for all pupils. Use of ramp if required	On going	Prospective pupils with limited mobility have full access to the school
To be aware of the access needs of all stakeholders	Ensure the school staff and Governors are aware of access issues ('access' meaning 'access to' and 'access from') Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	On going	All staff and Governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met so all stakeholders have full access to all areas of school PEEPs are prepared and reviewed (where necessary) as individual needs change
To ensure a whole school evacuation can be completed safely and swiftly	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are	On going	All physically disabled persons can be safely evacuated.

	aware of their responsibilities). Children to have PEEP's if needed		
Ensure accessible car parking is available if required	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. The gate into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building	On going	There is a place for disabled members of staff and visitors to park throughout the school day.

Improve the delivery of information to pupils with a disability

Target	Strategies	Timescale	What will success look like?
To identify in consultation with the LA/Stakeholders any materials and events where access to information may need to be altered in order to ensure that pupils with a disability and/or parents have full access to all information	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Electronic communication methods	On going	Information is available for stakeholders in a variety of formats. School will consult with external agencies if further support is required

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 Governing body and the Headteacher.

It will be approved by the Chair of Governors.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy