

St. George's C of E Primary School

Accessibility Plan and Policy

2025-2028

Aspire Federation


'Let your light shine!'



Reviewed and updated: December 2025

Ratified by Governors: 18th March 2026

Next review: December 2028

Signed: ... 

Signed: ... 

Name: Laura Martin
(Executive Headteacher)

Name: Peter Hilton
(Chair of Governors)

Date:19.3.26.....

Date: ...19.3.26.....

St George's C of E Primary School

Accessibility Plan and Policy (2025–2028)

Approved by: Governing Body

Owner: Executive Headteacher and SENCO

Review frequency: Annual

Next scheduled comprehensive update: July 2028

Published on: School website and available in paper and alternative formats on request

1. Vision and Values

St George's C of E Primary School is committed to enabling all pupils – including those who have SEND (Special Educational Needs and Disabilities) – to participate fully in school life and achieve excellent outcomes. We promote a culture of inclusion, respect and high expectations, removing barriers to learning and participation.

2. Legal and Regulatory Framework

This Accessibility Plan covers a three-year period (2025–2028) in line with statutory requirements under Schedule 10 of the Equality Act 2010.

- Equality Act 2010, Schedule 10: statutory duty to have and implement a written accessibility plan that addresses access to curriculum, physical environment and information.
- Equality Act 2010, Section 149: Public Sector Equality Duty (PSED) – due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations.
- SEND Code of Practice (0–25) (DfE/DHSC, 2015, updated 2024): statutory guidance for schools on identifying and supporting children with SEND, and links to the Local Offer.
- School Premises (England) Regulations 2012 and associated DfE guidance: suitability of premises including toilets, medical accommodation, health, safety and welfare, lighting and acoustics.
- Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018: school websites and apps must meet WCAG AA and publish an accessibility statement.
- Approved Document M (Access to and Use of Buildings) and BS 8300 (best practice): design standards supporting accessible school environments (non-statutory but widely referenced).

3. Scope and Definitions

This plan covers pupils, parents/carers, staff and visitors to school sites and applies to curricular and extra-curricular activities, educational visits, clubs and services.

A disabled person is someone with a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010).

This plan should be read alongside the SEND Information Report, Equality Objectives, Medical Needs Policy and School Improvement Plan.

4. Governance, Roles and Responsibilities

- **Governing Body:** approves the plan; monitors progress annually; ensures publication and resourcing.
- **Executive Headteacher and Head of School:** leads implementation; ensures compliance and training;
- **SENDCO:** coordinates provision and reasonable adjustments; maintains individual plans; liaises with LA and external agencies; reports termly to governors.
- **Site Manager:** maintains accessible environment; oversees adjustments, maintenance and evacuation equipment.
- **All Staff:** apply inclusive practice; identify barriers; implement reasonable adjustments and PEEPs.
- **Educational Visits Coordinator (EVC):** ensures accessibility of trips and residentials via robust risk assessment and reasonable adjustments.

5. Publishing, Consultation and Review

The plan is published on the school website, with paper copies and alternative formats available on request. It is reviewed annually by governors with input from pupils, parents/carers, staff and external partners, and updated on a three-year cycle.

6. Audit and Baseline

The school commits to an annual accessibility audit covering curriculum access, physical environment and access to information. Findings inform the School Improvement Plan and premises plans. Key data (e.g. SEND profile, site features and digital accessibility) are updated each year and appended to this plan.

The school implements the recommendations of other professionals who support individual pupils such as Sensory Education Support Team, habilitation specialist, physio and occupational therapists.

The school implements the provision for pupils' sensory and physical needs identified in their EHC Plan.

6. Increasing Access to the Curriculum

6.1 Inclusive teaching and reasonable adjustments

Objective: Increase the extent to which disabled pupils participate in, and make progress across, the full curriculum.

Actions:

- Embed High Quality Teaching strategies and adaptations across all subjects.
- Implement individual reasonable adjustments (e.g., alternative recording methods, assistive technology, provision of auxiliary aids and services to support pupils with hearing and visual impairments, adapted furniture, alternative or adapted written recording methods, reading overlays, communication aids (e.g. PECS, communication boards, visual supports, Makaton) to support pupils with communication and interaction needs, adapted PE/swimming programmes).
- Provide staff CPD on Equality Act duties, SEND Code of Practice, and autism/speech, language and communication needs/dyslexia/sensory-friendly approaches/fine and gross motor skills.
- Ensure exam access arrangements and classroom access (e.g., seating, lighting, assistive listening devices, modified papers) are in place in advance.

Success criteria:

- Termly progress data shows disabled pupils meet ambitious, appropriate targets.
- Lesson observations and work scrutiny evidence consistent adjustments.
- Pupil and parent feedback indicates improved participation and wellbeing.
- Pupils are on track to meet the individual long-term outcomes of their EHCP and termly IEP targets

Timeframe/owner: 2025–2028; Owners: Executive Headteacher/SENCO; Report termly to governors.

6.2 Accessible enrichment, trips and clubs

Objective: Ensure all visits and enrichment are accessible with proportionate risk assessment and support.

Actions:

- Update Educational Visits policy to mandate accessibility checks and reasonable adjustments.
- Provide additional adult support where needed and ensure medical needs are planned for.
- Use accessible transport and venues; provide pre-visit social stories where helpful.

Success criteria:

- Participation rates of disabled pupils in trips and clubs are comparable to peers.
- No pupils excluded from activities due to disability.

Timeframe/owner: 2025–2028; Owner: EVC/Visit Leaders; SENCO support.

6.3 Pupil voice and co-production

Objective: Strengthen pupil/parent involvement in planning and review of support.

Actions:

- Use structured and symbolised pupil voice tools; include accessibility in annual parent survey.
- Co-produce individual plans and reasonable adjustments with families.

Success criteria:

- Survey outcomes show improved satisfaction with accessibility.
- Adjustments documented and reviewed at least termly.
- The annual review of the individual's EHCP and termly IEP includes pupil and parents voice and views

Timeframe/owner: 2025–2028; Owner: SENCO/Class Teachers.

7. Improving the Physical Environment

7.1 Safe evacuation and Personal Emergency Evacuation Plans (PEEPs)

Objective: Ensure emergency planning is inclusive and rehearsed for all who need assistance.

Actions:

- Identify pupils, staff and regular visitors who require a PEEP and develop plans at admission/induction.
- Provide evacuation aids where appropriate (e.g., evac-chairs, visual symbols, ear defenders) and train staff; practice routes sensitively.
- Review fire alarm systems for visual alerts where needed; check assembly points and routes for accessibility.

Success criteria:

- PEEPs in place and reviewed termly; drills evidence effective implementation.
- Post-drill reviews show no barriers to safe evacuation for disabled users.

Timeframe/owner: 2025–2026 initial completion; ongoing review; Owner: Headteacher/Site Manager.

7.2 Wayfinding, lighting and acoustics

Objective: Improve the physical environment to support pupils with sensory and mobility needs.

Actions:

- Audit lighting levels and glare; replace inadequate lighting with LED where needed.
- Improve colour/tonal contrast on key features (stairs, doors, signage); review acoustic treatment and personal radio aids.
- Ensure compliant accessible toilets and changing facilities; maintain ramps/handrails and step-edge contrast.

Success criteria:

- Audit actions completed and verified through user feedback.
- Reduction in reported wayfinding and sensory accessibility issues.

Timeframe/owner: 2025–2027; Owner: Site Manager; budgeted via premises plan.

7.3 External access and travel routes

Objective: Maintain safe, accessible routes from boundary to classrooms and play areas.

Actions:

- Review gradients, surfaces, widths and drop-offs; maintain disabled parking and drop-off arrangements.

- Ensure gates/paths are level and well-lit; consider paving to assembly points where required.

Success criteria:

- Annual site inspections confirm compliance; issues rectified promptly.

Timeframe/owner: Annual inspections 2025–2028; Owner: Site Manager/Governors.

8. Improving Access to Information

8.1 Accessible information and communication

Objective: Improve delivery of information to disabled pupils and families.

Actions:

- Provide alternative formats on request (large print, audio, Braille, Easy Read, translated materials).
- Use visual timetables and symbol-supported resources where helpful; offer printed copies of board work for pupils with visual/processing needs.

Success criteria:

- Requests for alternative formats fulfilled within stated timescales.
- Pupil access to classroom content evidenced in books, teacher logs and individual outside agency reports (e.g. SEST).

Timeframe/owner: 2025–2028; Owner: SENCO/Class Teachers; Admin for public info.

8.2 Digital accessibility and website compliance

Objective: Ensure school website and digital communications include a compliant accessibility statement.

Actions:

- Audits of website, PSF and digital communication channels; remediate non-compliant content; maintain a published accessibility statement and feedback route.
- Train content authors on accessible document and web publishing.

Success criteria:

- Annual audit reports show compliance; accessibility statement current.
- Reduced accessibility issues reported by users.

Timeframe/owner: Initial audit by December 2025; annual thereafter; Owner: Executive Headteacher/Web Admin.

9. Staff Training and Awareness

Annual training covers Equality Act duties, reasonable adjustments, SEND strategies, digital accessibility, trauma informed approaches and inclusive emergency procedures. Induction includes accessibility awareness, responsibilities and competence expectations of staff.

10. Complaints and Feedback

Concerns about accessibility should be raised via the school's complaints procedure. Feedback on website/app accessibility can be submitted through the accessibility statement contact route. Requests for reasonable adjustments are welcomed and considered promptly.

11. Information Governance

Accessibility records, including PEEPs and individual adjustments, are managed in accordance with data protection legislation and retained per the school's retention schedule.

12. Monitoring and Reporting

Progress against this plan is reported termly to governors, with headline updates included in the school website publication obligations. Impact is monitored through data, observations, surveys and site audits.

13. Key References

- Implementation will take account of current DfE guidance and relevant case law summarised by the Council for Disabled Children (2025).
- Equality Act 2010 (including Schedule 10 and Section 149).
- SEND Code of Practice: 0–25 years (DfE/DHSC, updated 2024).
- School Premises (England) Regulations 2012 and DfE guidance (2015).
- Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 and GDS guidance.
- EHRC Technical Guidance for Schools in England (updated 2023/2024).
- Approved Document M: Access to and use of buildings (DLUHC, 2015–2024).

- BS 8300-1/2:2018 Design of an accessible and inclusive built environment (best practice).

Appendix 1: Annual Accessibility Audit Template (2025–2028)

St George's C of E Primary School

A. Audit Details

Item	Information
Audit Date	
Academic Year	
Audit Type	<input type="checkbox"/> Annual Scheduled Audit <input type="checkbox"/> Mid-Cycle Review <input type="checkbox"/> Triggered Audit
Auditors (Names & Roles)	
Linked Plans Reviewed	SEND Information Report, Equality Objectives, Medical Needs Policy, Premises Plans, Emergency Procedures

B. Curriculum Access Audit

B1. Inclusive Classroom Practice

Criteria	Yes	Partly	No	Evidence / Action Required
Differentiated teaching evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reasonable adjustments consistently applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assistive technology available and working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alternative recording methods available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Visual supports/symbolised materials used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B2. Individual Provision

Criteria	Yes	Partly	No	Evidence / Action Required
EHC Plan outcomes included in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Termly IEP targets implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Individual adjustments reviewed termly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B3. Participation in Enrichment

Criteria	Yes	Partly	No	Evidence / Action Required
Disabled pupils attend trips/clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accessibility checks completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Medical/additional support arranged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

C. Physical Environment Audit

C1. Buildings & Site Access

Criteria	Yes	Partly	No	Evidence / Action Required
Step-free routes available and maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Path gradients safe and compliant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accessible parking clearly marked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Entrance signage clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

C2. Internal Navigation & Sensory Environment

Criteria	Yes	Partly	No	Evidence / Action Required
Colour/contrast on doors, stairs, rails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate lighting, minimal glare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Acoustic quality suitable (panels/soft furnishings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tactile/visual signage used appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

C3. Hygiene, Toilets & Changing

Criteria	Yes	Partly	No	Evidence / Action Required
Accessible toilets compliant & maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grab rails/height-appropriate fittings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Suitable changing facilities available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

C4. Emergency Evacuation

Criteria	Yes	Partly	No	Evidence / Action Required
PEEPs in place for those requiring them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff trained in evacuation aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Drills show accessible evacuation routes effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D. Access to Information Audit

D1. Communication With Pupils

Criteria	Yes	Partly	No	Evidence / Action Required
Visual timetables used consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Board work printed for pupils who need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Large-print/symbolised resources available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D2. Communication With Parents/Carers

Criteria	Yes	Partly	No	Evidence / Action Required
Alternative formats available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Website accessible/easy to navigate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accessibility contact route advertised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D3. Digital Accessibility

Criteria	Yes	Partly	No	Evidence / Action Required
Website meets WCAG 2.1 AA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PDFs and documents accessible (alt text, headings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Annual digital accessibility audit completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

E. Staff Training & Awareness

Criteria	Yes	Partly	No	Evidence / Action Required
Annual Equality Act training completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Training on autism/sensory/communication needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff competent in reasonable adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Induction includes accessibility duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

F. Summary of Findings

1. Strengths

-
-

2. Priority Actions (12-Month)

Action	Owner	Deadline

3. Longer-Term Recommendations (1-3 years)

Recommendation	Owner	Target Period

G. Approval & Review

Role	Name	Signature	Date
Executive Headteacher			
SENCO			
Site Manager			
SEND/Inclusion Governor			

Next Review Date: _____