



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

SEND ACCESSIBILITY REPORT

Approved by: G Warnock

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1. VISION

Through appreciating and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational.

We aim to positively impact each other and society so that we contribute to a world where inspired by St Paul, we can **'be devoted to one another in love. Honour one another above yourselves.'**

St George's is dedicated to providing this for our students, within our own distinctive circumstances. While everything we do is underpinned by John 10.10, we thought it appropriate to choose another verse to guide us in our day-to-day decisions, one closely related to our values and culture. Having consulted with stakeholders, we settled on Romans 12.10, the favourite with our students.

This verse, 'Be devoted to one another in love. Honour one another above yourselves.' reflects our expectations. We hope to inspire our students to set an example to society by valuing and honouring others, thus demonstrating a commitment to our values, which will stay with them for life. Our aim is to help our students to have a positive impact on the world and the people around them.

St George's is a Church of England Academy where pupils and staff work together in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example. Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which:

- recognises that each member of the school community is an individual with specific needs
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

2. AIMS

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

Statement of intent

This plan outlines the proposals of the governing body of St George's School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised in consultation with the:
 - Parents of pupils
 - Employees
 - Governors
 - External partners

This policy should be read in conjunction with the Equalities Policy. As an academy, we already work hard to improve the inclusion of all pupils, including those with disabilities, as evidenced below:

- Increasing the extent to which disabled pupils can participate in the school curriculum. Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Equal access to the curriculum is provided by quality first teaching in the classroom, through our Universal Inclusive Classrooms, which outlines inclusive strategies and adjustments that are vital for some but useful for all across the four broad areas of need. The academy will actively assess a student's need for support and exam access arrangements, including both internal assessment procedures and external assessment approvals

Improving the physical environment of the school

- We will adapt our evacuation procedure to meet the specific needs of an individual with a disability. A Personal Emergency Evacuation Plan (PEEP) will be created for students with additional needs/disabilities, and

appropriately trained staff will be available as and when EVAC chairs are fitted. To ensure the building remains fully accessible and safe, we will conduct daily checks to ensure entrance areas are clear of obstructions, and regularly check that exterior lighting is working

Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

- If either a student or parents/carers have difficulty accessing information normally provided in writing by the academy, we will consider alternative forms of provision, such as large print format materials and BSL interpreters where a need has been identified. Furthermore, we are committed to ensuring our digital services are perceivable, operable, understandable and robust. We will undertake an annual website audit to ensure our site meets the WCAG 2.2 AA accessibility standard, and we will publish and maintain an online accessibility statement

3. 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.

This plan also recognises the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. While as a school we are partially exempt, we commit to publishing an accessibility statement on our website and ensuring that the content people need in order to use our services (such as preference forms) is accessible. Where full compliance would place a disproportionate burden on the school, we will carry out a formal assessment weighing the costs against the benefits for disabled users, as required by the regulations

This policy complies with our funding agreement and articles of association

4. ACTION PLAN

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

Planning Duty 1 Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Improve and maintain access to the physical environment	implement Integrated Learning Packages across KS3 to boost literacy and reading standards for identified pupils.	Head of Subject SENDCo	On-going		Feb 2026
Medical conditions	Ensure care plans are in place	SENDCo and PSW	On-going	Care plans in place	Feb 2026
Medical conditions	Ensure correct procedures for storage and administration of medicines are in place	PSW Nurse	On-going	Medicines stored securely	Feb 2026
Medical conditions	Ensure key staff are trained in first aid, epipen, asthma, epilepsy and other conditions as necessary	Nurse	On-going	Staff are knowledgeable in conducting duties	Feb 2026
Support children with Social, Emotional and Mental Health (SEMH) difficulties	Adjust classroom layout, allow time out, provide sensory and movement breaks, and set clear/chunked targets with positively reinforced expectations	Subject Teacher / SENDCo	On-going / As required	Enhanced student progress confirmed by teacher assessment and achieving targets	Feb 2026

Support children with ASD.	Ensure the student is prepared for change (e.g., timetable changes, exam dates), and use clear unambiguous language (avoid using sarcasm or idioms)	Subject Teacher / SENDCo	On-going / As required	Progress confirmed by observations and formal assessment	Feb 2026
Access to public examinations and statutory assessments	Ensure approved access arrangements are in place (readers, separate rooming, etc.) that comply with JCQ Regulations and show evidence of the student's normal way of working	SENDCo / Exams Officer	For all exam/assessment series	All eligible students can fully access all exams and statutory assessments	Feb 2026

Planning Duty 2 Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Disabled parking spaces	When planning new car parking, consider creating designated Disabled Parking spaces	Trust Business lead	On-going	More parking available	Feb 2026
Ramp access	Consider the access to any new building – does it have wheelchair/ramp access	Trust Business lead	On-going	Better access for disabled pupils	Feb 2026
Rooming	Consider the location of mixed curriculum areas to allow where possible, all subjects to	Deputy Head - Curriculum	On-going	Access to all curriculum areas	Feb 2026

	be accessible on the ground floor				
Elevator	Consider a system to allow effective use of the elevator of pupils who are independent.	Trust Business lead SENDCO	On-going	Access to all curriculum areas	Feb 2026
Safe Fire Evacuation for people with disabilities	Produce Personal Emergency Evacuation Plans (PEEPs) where appropriate. Ensure EVAC chairs are correctly fitted on stairwells that require them, with appropriately trained staff available	Estates manager	On-going	Pupils with identified mobility issues have PEEPs in place and can be safely evacuated	Feb 2026
Maintain safe access for all.	Conduct a daily check to ensure the entrance area is clear of obstructions, and check exterior lighting is working on a regular basis	Site Manager / Reception staff	Daily / On-going	Everyone feels safe, visitors feel welcome, and all can gain access safely into the school grounds	Feb 2026
Support children with impaired mobility during the school day	Provide direct access to the server at lunch time, and provide an adjustable desk in the classroom and an adjustable table in the dining hall	SENDCO	As required	Children are able to safely and comfortably access all activities and unstructured times	Feb 2026

Planning Duty 3 - Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Attitudes to difference, equal opportunities and discrimination	Promote positive values through our PSHE programme to ensure a positive attitude to equal opportunities.	AHT - PSHE	On-going	Pupil voice feedback reflects the impact of equal opportunities in education.	Feb 2026
Signage for visually impaired	Increased signage and colour coding, including pictures where necessary	Trust Business lead	On-going	Pupils and staff are clear regarding signage.	Feb 2026
Written information	Improve the delivery of written information, e.g. timetables, textbooks and information about the academy and school events in various preferred formats within a reasonable timeframe.	Admin manager	On-going	People with disabilities get written information in their preferred format.	Feb 2026
Website compliance with statutory regulations.	Undertake an annual website audit to ensure it meets WCAG 2.2 AA accessibility standards. Publish and regularly update the digital accessibility statement	Clerk to Governors	Annually	The academy has a fully compliant and accessible website	Feb 2026
Ensure two-way information in	Provide a choice of formats for student's parents/carers to	SENDCo	Ongoing	Parents/carers have choices about how they	Feb 2026

SEND Reviews is accessible.	provide their own views on Reviews			are communicated with and how they provide their points of view	
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5. 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 Director of SEND and SENCO.

It will be approved by The Head Teacher

6. LINKS WITH OTHER POLICIES

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

- SEND policy

