

St George's School

A CHURCH OF ENGLAND ACADEMY

Accessibility Plan

DIGNITY HOPE
COMMUNITY
WISDOM
HUMILITY
KINDNESS



Approved by:	Mr G Warnock	Date:	12/10/23
Compiled by:	Mrs Howson/ Mr J Kerr	Last reviewed on:	October 2023
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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
- A weekly meeting between SENDCo and teaching assistants will ensure smooth information flow regarding all pupils with SEND, including disabled pupils.
- Training in inclusion strategies through Teaching & Learning INSET/CPD
- Regular CPD sessions cover pupils with specific learning barriers, e.g. Aspergers, Hearing Impaired and Autistic spectrum disorders.
- Staff and governors are aware of their responsibilities and requirements under the new legislation.
- SEND advice is given, via classcharts/SIMs, on classroom layout for pupils with disability. For example, hearing-impaired pupils should be near the front at the appropriate side of the room; staff should avoid speaking with their backs turned towards them when writing on the board.
- Advice and guidance for all pupils with SEND is located in SIMs. It offers clear, regularly updated guidance to staff on how to get the best from the pupils.
- Lessons are for all to achieve. Work is differentiated as necessary. A number of teaching assistants are employed within the school to facilitate access.
- Access is enhanced and provided by the effective deployment of Academic mentors.
- The appointment of a Lead academic mentor who supports the work of the SENDCO has led to a huge strengthening of all the good practices in the department and massive improvements in policy and practice made by this appointment.

Improving the physical environment of the school

- We cater to disabilities in our transport arrangements, including sports / PE coaches /school minibus bookings.
- We re-room classes to ensure disabled pupils have full access to their timetable wherever possible, including a specialist SEND area.
- We have improved lighting and are re-carpeting areas on a rolling programme.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- We suggest alternative activities for disabled pupils who cannot engage in particular activities.
- We provide ICT facilities for SEND pupils, including disabled pupils, which reflect and support our current population and are regularly reviewed and upgraded in light of changed circumstances or new intakes.
- Academy visits take into account students with disabilities. Visits are planned for in advance; an assessment is undertaken of accessibility as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary and regularly assess training requirements for new staff or with regard to new needs.

- We plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community about disability, e.g. PSHE morning meetings and employment of the diversity group/peer mentors, are used.
- We annually review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.
- We have improved access for Hearing Impaired by the installation of loop systems in the Chapel.
- We will give due consideration to any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g., non-slip flooring).

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

- We provide information in large print for students who may have difficulty with standard forms of printed information.
- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

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 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
Specialist advice and support	Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum e.g. occupational therapy, hearing impairment services, visual impairment services, and Child & Adult Mental Health services as necessary.	SENDCo	On-going	Academy access specialist advice and support as appropriate to individual needs	Feb 2026
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

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 be accessible on the ground floor	Deputy Head - Curriculum	On-going	Access to all curriculum areas	Feb 2026
Elevator	Consider a system to allow effective use of the elevator of pupils who are independent.	Trust Business lead SENDSCO	On-going	Access to all curriculum areas	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
Fire Evacuation	Where fire systems are renewed, to consider the installation of flashing lights to complement fire alarms. For pupils with mobility issues, consider how they are evacuated safely in the event of a fire and produce Personal Emergency Evacuation Plans (PEEPs) where appropriate.	Trust Business lead	On-going	Hearing-impaired students can see the fire alarm. Pupils with identified mobility issues have Personal Emergency Evacuation Plans in place.	Feb 2026

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