St.George's C of E School
NURTURE, LEARN, SUCCEED

St George's School Accessibility Plan 2026–2029

- Headteacher: Clare Snape
- SENDCO: Matthew Harrold
- School Type: Primary School
- Review Cycle: Annual review; full renewal every 3 years
- Plan period: September 2026 to August 2029

Introduction

This Accessibility Plan demonstrates how St George's School will meet it's duties under the Equality Act 2010 by increasing access to the curriculum, improving the physical environment and improving access to information for disabled pupils, staff, parents and visitors.

School Context

St George's School occupies a predominantly single-storey site. Existing strengths include level access, accessible entrance doors, ramped access to outdoor areas, two designated disabled parking spaces, an accessible toilet and ground-level emergency exits. The school is committed to inclusive practice and high aspirations for pupils with SEND.

Vision and Values

We aim to remove barriers to learning, participation and achievement. Accessibility is viewed as the responsibility of all staff and governors and forms part of school improvement planning.

Legislative Framework

This plan is informed by the Equality Act 2010, Children and Families Act 2014, SEND Code of Practice, Public Sector Equality Duty, DfE SEND governance guidance and safeguarding requirements.

Roles and Responsibilities

Governors, including Lauren Tallis, who has responsibility for SEND provision, monitor implementation. Clare Snape (Headteacher) has strategic responsibility. Matthew Harrold (SENDCO) leads operational implementation, provision mapping, staff guidance and review of reasonable adjustments. All staff are responsible for inclusive teaching and maintaining accessibility.

Current Accessibility Strengths

Accessible parking, level access, accessible WC, wide corridors, ramp access, clear emergency escape routes, adaptive teaching, SEND intervention systems and partnership working with families and external agencies.

Sensory-Friendly Design

St George's School recognises the importance of creating a learning environment that meets the needs of pupils with sensory differences. Classrooms benefit from good natural and artificial lighting, and hessian-backed display boards are used to provide a calming visual environment and reduce overstimulation. The school continually considers the sensory impact of classroom and learning environments, ensuring that spaces remain supportive, accessible and conducive to learning for all pupils.

Inclusion Base and Nurture Provision

The school provides a range of nurturing and supportive spaces for pupils who may require additional emotional, sensory or learning support throughout the school day. These areas offer flexible provision to help pupils access learning successfully and act as positive, inclusive environments that support participation in mainstream education. The use of these spaces is individualised and designed to meet identified needs, promoting regulation, wellbeing and engagement in learning.

Quiet and Calm Retreat Zones

St George's School provides quiet and low-stimulus spaces for pupils who require opportunities for sensory regulation or emotional recovery. The school has a dedicated sensory room featuring adjustable lighting, LED visual displays and calming sounds to support relaxation and self-

regulation. In addition, some classrooms have designated safe spaces that have been adapted to meet individual pupil needs, allowing children to access a calm environment when required. These provisions help pupils regulate their sensory needs and remain engaged in school life and learning.

Three-Year Strategic Action Plan

Priority	Actions	Lead	Timescale	Success Criteria
Curriculum Access	Strengthen adaptive teaching; embed assistive technology; ensure accessibility of trips, clubs and enrichment; termly review of SEND outcomes.	SENDCO/SLT	2026-2029	Disabled pupils participate fully and make expected or better progress.
Staff Development	Annual SEND and Equality Act training; autism, sensory, communication and medical needs training informed by cohort profile.	SENDCO	Annual	Staff confidence and inclusive practice increase.
Physical Environment	Annual accessibility audit; maintain corridors and routes free from obstruction; accessibility	Head/Site Team	Annual	Site remains safe and accessible.

	considered in all capital projects.			
Emergency Planning	PEEPs for pupils, staff and visitors where required; annual review and fire drill consideration.	Headteacher	Annual	Safe evacuation arrangements evidenced.
Communication	Provide large print, translated, electronic and alternative formats upon request.	Office Team	Ongoing	Information accessible to all families.
Digital Accessibility	Annual review of website and online documents; strive for WCAG-aligned accessibility.	SLT	Annual	Improved accessibility of digital content.
Stakeholder Consultation	Gather views of pupils, parents, staff and governors.	SLT	Annual	Action plan informed by stakeholder feedback.

Detailed Physical Accessibility Audit

- Single-storey accommodation with no routine internal steps.
- Two designated disabled parking bays.
- Accessible entrance with suitable access for wheelchair users.
- Accessible toilet available.
- Ramp access to playground areas.
- Wide corridors requiring ongoing monitoring to remain obstruction free.
- Ground-level emergency exits and escape routes.
- Adapted furniture/equipment purchased when required.

Curriculum Accessibility Commitments

- High-quality adaptive teaching.
- Reasonable adjustments recorded and reviewed.
- Use of provision maps and targeted interventions.
- Access arrangements for assessments where appropriate.
- Inclusive PE, educational visits and extracurricular activities.
- External agency advice implemented and monitored.

Information Accessibility

Parents may request information in alternative formats including large print, translated versions, electronic formats, or verbally explained content. School communications and website content will be reviewed regularly to improve accessibility.

Music and Arts Accessibility

St George's C of E School is committed to ensuring all pupils can access music and arts opportunities. Music is delivered through partnerships with Severn Arts, which provides violin tuition and Rocksteady Music School, which offers band-based music lessons. Art is taught weekly throughout the year as part of the school's foundation curriculum. Reasonable adjustments, adaptive teaching strategies and additional support will be provided where required to ensure pupils with SEND or disabilities can fully participate in music, art, performances and creative enrichment activities. Participation will be monitored to ensure equal access and inclusion for all pupils.

Accessibility Evaluation and Continuous Improvement

To ensure that accessibility arrangements remain effective and responsive to pupil needs, St George's C of E School will undertake periodic walkthroughs. These may involve the SENDCO, school leaders or governors observing and reviewing the experiences of pupils with physical disabilities, sensory needs or SEND throughout a typical school day. The process will consider access to learning environments, transitions between lessons, breaktimes, lunchtime arrangements, extracurricular activities and emergency procedures. Any barriers identified will be recorded and used to inform future accessibility improvements and school development planning.

St George's C of E School values the views and lived experiences of pupils and families when developing accessibility provision. Parents, carers and pupils will be encouraged to contribute to the review and development of accessibility targets through meetings, annual reviews, surveys, pupil voice activities and consultation opportunities. Feedback gathered will help shape curriculum adaptations, environmental improvements and reasonable adjustments, ensuring that accessibility planning reflects the needs of the school community and promotes inclusive practice for all.

Monitoring and Governance

Progress will be reported to governors annually. Accessibility will form part of school improvement evaluation and SEND self-evaluation. The plan will be updated when significant changes to the pupil population, site or legislation occur.

Approved by Governing Body: _____

Chair of Governors: _____

Signature: _____

Next review: August 2029

Linked Policies

- SEND Information Report
- Equality Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Educational Visits Policy