St George's C of E Primary School

Accessibility Policy & Accessibility Plan 2024–2027

School's theological-rooted Christian Vision

At St George's CE Primary school our vision is that every child upholds the Christian values with them in their daily lives. Our children strive to be confident, kind, thoughtful and selfless. You can see our vision come to life when walking through our school and in our classrooms. Our school motto is 'Jesus colours our love, our life, our learning'. We strive to live out this vision in everything we do in school to allow children to enjoy the fullness of life and enable them to flourish in the world in which they live.

Our vision is rooted in the Gospel of John and in particular chapter 10 'I have come that they may have life and have it to the full.' Our vision is rooted in the principle of Jesus' teaching that we must use his teaching to allow children to live life to the full and be able to flourish in their life within and beyond school. Our school vision encompasses our 6 Christian values (compassion, love, truthfulness, thankfulness, forgiveness and hope)

St George's
C of E School

November 2025

Signed on behalf of Governing Body:- G.JAMES

Signed by the Headteacher:- J.Young

1. Statement of commitment

St George's CE Primary School is committed to providing an environment that enables all pupils, staff, parents, carers, governors, and visitors to participate fully in school life. We value and include all members of our community regardless of their educational, physical, sensory, social, emotional, spiritual, or cultural needs.
We embrace inclusion as a core expression of our Christian vision, ensuring every child can *"live life in all its fullness"* and thrive in a safe, nurturing, and aspirational environment.
We are committed to:

- Challenging negative attitudes about disability.
- Promoting awareness, belonging, and equality.
- Removing barriers to participation in learning, enrichment, and school life.
- Ensuring our digital strategy actively improves accessibility for pupils with SEND.

2. Purpose of the Accessibility Plan

Over the next three years, St George's will continue to improve accessibility through planned actions that:

a) Improve access to the physical environment

Including ongoing building projects, safe evacuation plans, specialist equipment, and adaptations to support increased SEND and SEMH needs.

b) Increase access to the curriculum

Ensuring high-quality teaching for all, targeted SEND support, access to the full curriculum including enrichment, and the purposeful use of technology (Chromebooks, iPads, Google Classroom, Promethean Panels).

c) Improve the delivery of written information

Providing information in alternative formats where needed (large print, audio, digital formats, simplified versions), and ensuring digital accessibility across the school website and Google Classroom.
The plan is monitored through Governors and reviewed annually, with a full review every three years.

3. Links to Other Policies and Documentation

This Accessibility Plan should be read alongside:

- SEND Policy
- Equality, Diversity & Inclusion Statement
- Behaviour & Relationships Policy
- Curriculum Statement
- School Improvement Plan / SEF
- Digital Strategy 2025–2028

- Health & Safety Policy (including off-site visits)
- Safeguarding & Child Protection Policy

4. Training and Awareness

We recognise the need for ongoing training of staff and governors in disability awareness, early identification of SEND, SEMH needs, and the practical application of inclusive teaching strategies. St George's uses:

- Regular SEND training through staff meetings and twilights
- CPD such as NPQSENCO, ELSA, WellComm, Mastering Number, Little Wandle
- Digital Strategy training to upskill staff in accessible technology tools
- External training from Bolton LA, health professionals, and the School Nurse team

5. Oversight and Review

- The plan is reviewed by **the SENDCo and Headteacher annually**.
- Mid-year adjustments are made if pupil needs or site circumstances change.
- Monitoring reports are shared with Governors (SEND Governor & Standards Committee).
- Ofsted may review accessibility as part of inspection.

ACCESSIBILITY ACTION PLAN 2024–2027

A. Access to the Physical Environment

Targets	Actions / Strategies	Timescale	Responsibility	Success Criteria
Ensure awareness of access needs for pupils, staff, parents & visitors	Gather information through admissions, parent contact forms, staff discussions, and governor updates. Create individual access plans and PEEPs.	Ongoing	SENDCo, HT	All access needs identified early; staff aware of needs; PEEPs in place.
Ensure full access to reception and communal areas	Daily checks for obstacles, accessible seating, clear signage, visibility improvements. Adjustments made during ongoing building works (new hall floor, boiler project, EYFS refurb).	Daily	Site Manager, Office Team	All visitors and parents feel welcome and able to access areas safely.
Ensure safe evacuation for all	PEEPs updated annually. Regular fire drills include SEND considerations. Visual alarms and clear evacuation maps displayed. Staff trained to support pupils with disabilities.	Annual + when required	SENDCo, HT, Site Manager	All individuals can evacuate safely; drills monitored and reviewed.
Improve physical accessibility long-term	Consider accessibility during capital works (EYFS refurb, outdoor improvements, car-park gate alterations). Ensure pathways and signage promote independence and safe movement.	Reviewed termly	HT, Governors, Contractors	New works completed with accessibility embedded in planning.

B. Access to the Curriculum

Targets	Actions / Strategies	Timescale	Responsibility	Success Criteria
Improve staff expertise in SEND, SEMH, early identification	SEND-specific CPD, WellComm training, SEMH/trauma-informed training, digital accessibility training, regular SEND briefings.	Ongoing	SENDCo, HT	Staff confidence increases; early identification improves; needs met effectively.
Ensure all pupils access a broad, ambitious curriculum	Quality-first teaching; adapted planning; use of Chromebooks, iPads, text-to-speech, accessibility tools; Promethean Boards; teaching assistants deployed effectively.	Ongoing	Teaching Staff, SENDCo	Pupils with SEND make good progress from starting points.
Ensure all trips and enrichment activities are accessible	Risk assessments consider individual needs; accessible venues selected; additional	Ongoing	HT, Teachers, EVC	All pupils participate safely in trips and clubs.

	adults provided; digital alternatives if appropriate.			
Support equal participation in after-school clubs	Identify barriers to access; liaise with staff running clubs; provide adjustments (e.g., additional staff, quiet spaces).	Ongoing	SENDCo, Club Leads	SEND pupils participate equally in enrichment.
Ensure curriculum tools support accessibility	Use of Mastering Number, Little Wandle, WellComm, digital resources; differentiated Chromebooks tasks; visual timetables; Now/Next boards.	Ongoing	SENDCo, Teachers	Improved engagement and progress for SEND pupils.

C. Access to Information

Targets	Actions / Strategies	Timescale	Responsibility	Success Criteria
Improve parental access to written information	Provide information in multiple formats: printed, digital, simplified, or enlarged. Use website compliance checks (Ofsted-ready).	Ongoing	HT, Office Team	Parents report improved access and understanding.
Ensure digital communication is accessible	Website meets accessibility guidelines. Use Google Classroom, PDFs, screen-reader-friendly formats.	Ongoing	HT, Digital Lead	Website compliant; parents access information easily.
Share information about local support agencies	Signpost to Bolton LA services, SENDIASS, CAMHS, Early Help, WellComm guidance. Share via newsletters and website.	Ongoing	SENDCo	Parents aware of available support and engage more confidently.