

# Accessibility Plan

## 2025 – 2028



Accessibility Plan developed by Mrs Leech (Inclusion Leader) and Miss Taylor (PSHE Leader): May 2025

Accessibility Plan updated by Mrs O'Brien (Inclusion Leader) and Mrs Leech (KS1 Leader): May 2026

Plan approved by Governors: June 2025

2026 updates approved by Governors: June 2026

*Theresa Taylor*

Chair of Governors

*Mr M Grogan*

Headteacher

Updated plan shared with staff and shared on the school website: June 2026

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## ACCESSIBILITY PLAN 2025 – 2028

### Our school motto

Never settle for less than your best.

### Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

### Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

### Aims

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

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all our children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. To help us achieve this we aim:

- To offer a broad and balanced curriculum with a range of similar learning experiences for all children
- To provide a happy, stimulating environment where positive learning takes place and where children can develop their full potential
- To encourage and sustain each child's curiosity and spontaneity
- To foster independent learning
- To provide a welcoming, caring and safe environment where children can develop self-respect, a sense of individual worth and are able to co-operate with, and show consideration to others
- To develop links with the home, school and church and involve parents and the wider community in the life of the school

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns and is available on our school website and as a paper copy on request. We have included a range of stakeholders in the development of this accessibility plan, including children, staff and governors of the school.

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### **Monitoring arrangements**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. The initial plan and any further reviews will be approved by the governing body.

#### **Links with other policies**

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

- Health and safety Policy.
- Equality Policy.
- Special Educational Needs (SEN) information report.
- SEND (Special Educational Needs and Disability) Policy.
- Intimate Care Policy.

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## Action Plan 2025-2028

### Aim 1: Improve the physical accessibility of the school so that the school's facilities can be accessible to all children, staff or visitors to the school.

<b>Current Good Practice</b>	<p>*The school is on one level with no steps. The corridors are wide enough for a wheelchair user to access with space for people to pass by. There are also turning spaces for a wheelchair at regular points along corridors.</p> <p>*A disabled parking space is available on the school car park with easy access to the path that reaches the entrance to the school building.</p> <p>*Resources in classrooms are stored at a low height and clearly labelled so they can be accessed by all children and staff.</p> <p>*Sensory rooms are provided in both areas of school as a calming environment for children as and when required.</p> <p>*Two disabled toilets are provided with access to washing facilities.</p> <p>*Classroom displays are adapted so they are neutral in appearance to reduce visual stimulation and provide a calming environment.</p> <p>*Flooring is suitably firm for wheelchairs to manoeuvre. Where classrooms have 'hard' flooring, furniture has been selected with rubber grips to reduce auditory disturbances.</p>				
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Objectives	Action to be taken	Staff responsible	Date to complete by	Success criteria	Progress towards objective
Ensure that people with auditory and visual impairments can access all of the site's facilities.	Ensure that alarms have both visual and auditory components.	Mrs Leech and Mrs Smith	May 2026	There will be a visual component to fire alarms in all areas of school so that any person with auditory impairments remains safe in an emergency. This will be tested weekly as part of the regular fire alarm testing.	<b>2025 – 2026 update:</b> Updates to the alarm systems are ongoing and this will be considered in the coming months.
	Ensure that the school's reception and meeting rooms are fitted with an induction loop.	Mrs Leech and Mrs Smith	May 2026	An induction loop will be readily available so that any visitors to school can access the same opportunities as other visitors. This will require regular testing in line with the provider's recommendations.	<b>2025 – 2026 update:</b> Work in this area is planned for the coming months.

### Aim 2: Improve access to the school's facilities for parents and children with English as and additional language.

<b>Current Good Practice</b>	<p>*Newsletters and other school information are provided on the school website, by email to parents/carers, through class 'Seesaw' pages and hard copies are available in the school's main entrance.</p> <p>*A 'digital' copy of the school's newsletter, which has been recorded by children is also provided.</p> <p>*A translation option is available on the school's website and Seesaw.</p> <p>*Support is provided by the Ethnic Minority and Traveller Achievement Service (EMTAS) to those children most in need.</p>				
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Objectives	Action to be taken	Staff responsible	Date to complete by	Success criteria	Progress towards objective
Ensure that parents/carers who have English as an additional language are able to effectively communicate with the school and access information.	Continue to signpost to the translation facilities available on school website and Seesaw pages so that parents/carers can adequately communicate in their home language. Where necessary, provide translator services with the school so that they are aware of the aforementioned facilities.	Mrs Leech	Ongoing	As part of the induction to the school, a demonstration will be given to parents to show how to navigate the school's website. Policies and information that are stored in PDF format will need to be translated for parents where required as the translation facility will not translate PDF documents	<b>2025 – 2026 update:</b> Miss Taylor and Mrs Rankin have completed EAL in EYFS training and disseminated information to other EYFS staff.  Google Translate has been used to support communications with parents, such as daily communication and parents' evenings. The use of interpreter services provided by

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					EMTAS is available and can be used by school to communicate with families if necessary.  Teachers communicate to parents, using the translate feature on Seesaw. There, further information can be provided to parents/carers and there is evidence of many parents/carers using the translate feature for this purpose.
Improve accessibility to the curriculum for children with English as an additional language.	Provide a bank of visual communication resources for new students to utilise on entry to the setting so their basic needs are met.	Mrs Leech	December 2025	Children will have a consistent, smoother transition into the setting where the EMAS team may not be readily available.	<b>2025 – 2026 update:</b> Visual communication resources are available for any new students. These can be utilised in a variety of different ways (i.e. flashcards, mini flashcards attached to the lanyard, tabletop visuals) depending on children’s needs.
	Provide staff with CPD from Wigan Ethnic Minority Achievement Service (EMAS) about effective EAL provision, classroom resources, and approaches to teaching and learning	Mrs Leech	July 2026	Staff members will be confident in providing effective provision, teaching and learning to children with English as an additional language.	<b>2025 – 2026 update:</b> Miss Taylor and Mrs Rankin have completed EAL in EYFS training. A range of strategies have been taken from this and are used to support teaching and learning. E.g. increased pictorial visuals to support ordering lunches, visual communication cards worn by staff on lanyards for daily interactions and learning key words in the child’s home language.  The class teachers of children who have had EMTAS involvement have also been provided with some CPD from the materials shared with them by EMTAS to improve the experience and learning for children with EAL.

**Aim 3: Improve access to the curriculum for all children with Special Educational Needs so they make progress in line with the national average.**

<b>Current Good Practice</b>	<ul style="list-style-type: none"> <li>* Staff have received training on Quality First Teaching and using the Graduated Approach to support children who require it.</li> <li>* A personalised curriculum is provided to children who require it.</li> <li>* B Squared is used to assess children with Special Educational Needs and plan for their next steps.</li> </ul>
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Objectives	Action to be taken	Staff responsible	Date to complete by	Success criteria	Progress towards objective
Support children in overcoming barriers to learning so they make excellent progress from their starting points.	Continue to identify and source staff CPD and resources pertinent to the needs of our children.	Mrs Leech	July 2026	Resources will be purchased to support particular children and will ensure they are able to overcome barriers to learning. Training which is specific to supporting specific children will be sourced so they can be best supported to make maximum progress.	<b>2025 – 2026 update:</b> New equipment purchased includes; sensory equipment, fidget toys, desk dividers, chew toys and weighted lap cushions to meet the needs of individual children. Specific staff members have attended training that is

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				<p>pertinent to the needs of children they are looking after. A member of support staff is currently attending Communication Champion training and disseminates information to colleague at regular intervals. Another member of staff is attending counselling training. All members of staff have received in-house training on the school's speech and language diagnostic and intervention programme, WellComm.</p> <p>Miss Taylor and Mrs Rankin have completed EAL in EYFS training. A range of strategies have been taken from this and are used to support teaching and learning. E.g. increased pictorial visuals to support ordering lunches, visual communication cards worn by staff on lanyards for daily interactions and learning key words in the child's home language.</p> <p>The class teachers of children who have had EMTAS involvement have also been provided with some CPD from the materials shared with them by EMTAS to improve the experience and learning for children with EAL.</p>
Develop a consistent Quality First Teaching toolkit that is used across school to ensure that children's basic needs are met at a classroom level and fewer children require additional support in order to make progress. This will be informed by the Greater Manchester Ordinarily Available Inclusive Provision document.	Mrs Leech	December 2025	A consistent approach to Quality First Teaching will be outlined in the school's SEND Information Report. This will ensure that barriers to learning are addressed at the earliest opportunity.	<p><b>2025 – 2026 update:</b> INSET training focusing on Quality First Teaching was delivered by Mrs Leech in April 2025.</p> <p>The SEND information report contains examples of quality first teaching.</p> <p>Checks have been made on this by Mrs O'Brien as part of Improving Learning activities.</p>
Provide regular updates to all staff members on how to support learning for children with additional needs.	Mrs Leech	Ongoing throughout the 3 year period.	Developments in SEND support strategies will be communicated to teachers on a termly basis so they are aware of the latest developments in research and good practise.	<p><b>2025 – 2026 update:</b> In EYFS this has included regular communications with the ELCC Team to support staff with strategies for SEND children and ways to develop the environment to ensure it is accessible for all. The Reception unit has developed a 'learning to learn' area in</p>

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					<p>the environment to provide a safe space for children with high levels of needs with resources to support sensory needs.</p> <p>Updates around SEND support strategies have been provided as part of the staff meeting and INSET program over each term.</p> <p>The Targeted Education Support Service, Educational Psychology Service and EMTAS provide updates to staff about how best to support learning in terms of a whole class, group or individual basis and reports provided by these services after consultation with individual children also contain updates and suggestions.</p>
<p>Improve children's capacity to record and evidence learning so that cognitive load is reduced and learning is maximised.</p>	<p>Increase the use of assistive technology for targeted children by providing individual laptops or tablets and access to a range of apps and methods of recording their learning. For example, the use of powerpoint presentations, videos, talking apps and speech to text software.</p>	<p>Mrs Leech and Miss Beswick</p>	<p>January 2027</p>	<p>Children's learning will be evidenced using methods which are pertinent to the child's needs. In Pupil Voice activities, children can display and talk confidently about what they have learnt.</p>	<p><b>2025 – 2026 update:</b> Laptops and tablets are available for children who need them.</p> <p>Adapted pens and pencils have been purchased and are now in place for some children with specific fine motor control difficulties.</p> <p>More use of scribing and capturing ideas in different ways i.e. pictures, voice recording are in place and checks on these via Pupil Interviews and book checks are beginning to demonstrate their impact.</p>

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