



St George's CE Primary, Lewisham

Policy Type:	Non – prescribed
Approval Body:	LGB
Approval Date:	October 2025
Review Date:	October 2028

Accessibility Plan

Introduction

This Accessibility Plan is drawn up in compliance with the Equality Act 2010. It identifies the school's arrangements to:

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment to increase access for pupils with disabilities.
- Improve the delivery of information to pupils with disabilities.
- The plan will be reviewed every three years (or sooner if required) and is published on the school website.

Aims

- To ensure equality of opportunity for all pupils, staff, parents, and visitors.
- To identify and remove barriers that prevent pupils with disabilities from fully participating in school life.
- To promote positive attitudes towards diversity and inclusion.

Action Plan

Increasing Access to the Curriculum				
Objective	Action Steps	Responsible	Timescale	Success Criteria
Ensure all lessons are accessible for pupils with disabilities	<ul style="list-style-type: none"> Audit classroom layouts and teaching approaches for accessibility. Provide training on adaptive teaching and reasonable adjustments. Adapt materials (e.g. font size, visuals, equipment) as needed. Seek advice from specialists when appropriate. 	SENDCo / SLT	Ongoing	<ul style="list-style-type: none"> All pupils fully participate in lessons. Lesson observations show inclusive practice. Positive feedback from pupils and parents.
Provide appropriate support and resources	<ul style="list-style-type: none"> Identify individual needs through assessments and profiles. Supply assistive technology and adapted equipment (e.g. reading pens). Review and update resources regularly. Liaise with external agencies for specialist input. 	SENDCo / Class Teachers / Support Staff	Within 12 months	<ul style="list-style-type: none"> Pupils access effective learning tools. Resources used consistently. Improved independence and engagement.
Increase staff capacity to meet complex needs	<ul style="list-style-type: none"> Identify training needs via appraisal and pupil reviews. Deliver targeted CPD (e.g. SEMH, ASD, medical needs). Cascade strategies and share best practice across staff. 	SENDCo / SALT	Ongoing	<ul style="list-style-type: none"> Increased staff confidence and competence. Strategies evident in classrooms. Positive staff and parent feedback.
Ensure all pupils access learning through scaffolds and adaptation	<ul style="list-style-type: none"> Adapt planning and resources to meet individual needs. Use differentiated materials and scaffolds. Monitor progress of SEND and vulnerable pupils. 	Class Teachers / SENDCo	Termly	<ul style="list-style-type: none"> All pupils access learning at an appropriate level. Lesson evidence shows effective adaptation. Narrowing attainment gaps.
Deliver EHCP-targeted provision via Rainbow Room	<ul style="list-style-type: none"> Plan and deliver interventions linked to EHCP outcomes. Review progress half-termly with teachers and parents. Record progress against targets. 	SENDCo / Class Teachers	Ongoing (Half-termly review)	<ul style="list-style-type: none"> EHCP targets met or progressing well. Improved engagement and regulation. Positive parental and agency feedback.
Identify and support Speech & Language needs using WELLCOMM	<ul style="list-style-type: none"> Screen all Reception pupils using WELLCOMM. Deliver targeted 10-week interventions. Monitor progress and adjust provision. 	Reception Teacher / SENDCo / Support Staff	Baseline + 10-week cycles	<ul style="list-style-type: none"> Early S&L needs identified. Evident improvement in communication. Reduced external referrals over time.
Embed sensory support across the school	<ul style="list-style-type: none"> Identify pupils requiring sensory input. Deliver daily sensory circuits. Provide access to fidget tools and sensory spaces. Train staff in consistent sensory strategies. 	SENDCo / Class Teachers / Support Staff	Implement and review half-termly	<ul style="list-style-type: none"> Improved pupil regulation and focus. Fewer behaviour incidents. Consistent sensory practice across classes.

Improving the Physical Environment

Objective	Action Steps	Responsible	Timescale	Success Criteria
Ensure step-free access to all used areas of the site	<ul style="list-style-type: none"> Provide step-free access to all areas of Block A and/or review use of building/ 	Facilities Manager / SLT	Ongoing Within 12 months	<ul style="list-style-type: none"> Pupils/visitors with mobility needs access all areas of used parts of the building

Improving the Delivery of Information

Objective	Action Steps	Responsible	Timescale	Success Criteria
Ensure information is available in accessible formats	<ul style="list-style-type: none"> Provide large print versions of communication on request 	Business Manager	Ongoing	<ul style="list-style-type: none"> Parents report improved access to information
Ensure access to translation tools during face-to-face meetings	<ul style="list-style-type: none"> Online translation tools used during meetings 	SENDCO	Ongoing	<ul style="list-style-type: none"> Parents access meetings and act on support strategies outlined in meetings
Improve accessibility of digital communication	<ul style="list-style-type: none"> Review school website for compliance with accessibility standards (WCAG 2.1) Review digital communication tools 	Facilities Manager / Business Manager	Within 12 months	<ul style="list-style-type: none"> Website meets accessibility requirements Digital communication tools meet needs eg. toggle for translation tool.

Monitoring and Review

- Progress will be reported in the Headteacher's Report to Governors.
- The plan will be fully reviewed every three years.