



---

# ACCESSIBILITY PLAN

---

Approved by	Local Governing Committee
Date approved	Spring 2026
Review date	Spring 2029

## Contents

1. Introduction .....	1
2. The Principles that underpin this plan .....	1
3. Reasonable Adjustments .....	2
4. Information of Students' Needs and Plans for Accessibility.....	2
5. Accessibility and Reasonable Adjustments for Students with Physical Disabilities .....	2
6. Accessibility and Reasonable Adjustments for Students with Learning Disabilities .....	3
7. Action Plan .....	4

## 1. Introduction

East Crompton St George's CE Primary is a fully inclusive school which aims to give every child the opportunity to access a full and broad curriculum and feel valued and included within the school community.

The school is set on a hill with three access points to the site which have reasonably steep inclines. There is ample parking on site, but this can be congested at drop off and pick up times. Visitors to the site who are Blue Badge holders can drive to the top of the school drive where we have capacity for four Blue Badge holders to park. There are several entrances to the school that are ramped for wheelchair access. Doorways around school are wide enough for a wheelchair to pass through but doors are not electronic meaning that support may be needed for opening.

Within our outdoor play areas there are some areas which are either inaccessible or only accessible with assistance in a wheelchair:

- The lower playground in KS2 - due to the steepness and narrowness of the pathway to access this playground.
- The garden/wildlife at the back of the school building – due to a narrow entrance and stone chipping pathway.

Within our EY outdoor area there are raised beds for access by pupils in wheelchairs to engage in sensory experiences.

All classrooms have carpeted areas to support the reduction of background noise.

Classroom areas are accessed off a hall which sits in the centre of the school building. Whilst there is PA equipment in the hall this is several years old and not equipped with a loop system.

A variety of supportive strategies are used across school to enable pupils to access the full curriculum, examples being:

- Laptops/iPads
- Intervention Apps
- Immersive Space
- Additional adult support
- Quiet space
- Pastoral support

We are committed to actively promoting equal opportunities with all staff and students. This plan is reviewed and updated to reflect changes in legislation, guidance, and the needs of our school community. We aim to ensure accessibility for pupils, staff, parents, and visitors, including those with temporary or permanent disabilities.

## 2. The Principles that underpin this plan

In line with the Equality Act 2010 the aims of this policy are to:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability can participate fully in school life
3. Respond to individual student need to make suitable adaptations to the physical environment

4. Overcome potential barriers to learning and assessment for students with a physical or learning disability

### 3. Reasonable Adjustments

We are committed to reasonable adjustments as summarised in the Equality Act:

- Where something a school does, places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- We are committed to making reasonable adjustments for students with physical disabilities and learning disabilities. We will regularly review the effectiveness of reasonable adjustments and seek feedback from pupils, parents, and staff to inform improvements. These are explained in further detail below.

### 4. Information of Students' Needs and Plans for Accessibility

- Whole staff/ specific staff training is provided to share information on individual students.
- Where appropriate, specific advice is provided from professionals such as speech and language therapists, the SEMH support team within Oldham, Professionals with expertise in ASD, Educational Psychologists (this is not an exhaustive list).
- School use provision map software to detail support/resources above those in use for all children on an individual basis. This may detail specific resources such as a laptop or allocated support through intervention with an adult. Where a need is identified prior to joining the school, we seek to put the appropriate resource in place where possible prior to the pupil starting in the school. Where the need arises over time, we adapt the support through ongoing reviews with the class teacher and parent/carer. The SENDco monitors provision across school and seeks to purchase new equipment and additional training for staff annually to increase the offer and expertise within the setting.
- Feedback from lesson observations, student tracking activities and termly reviews provide specific support on improving accessibility where appropriate.
- Details of reasonable adjustments to be made by teachers and support staff are provided on a One Page Profile.
- Summary reports of Education Health Care reports are written, shared with staff and stored in centrally accessed electronic files.
- Individual students are reviewed and any relevant actions for modifying reasonable adjustments are made.

### 5. Accessibility and Reasonable Adjustments for Students with Physical Disabilities

- During transition procedures, we request information from previous settings and families about any physical disabilities.
- We review all information and arrange for a meeting with the pupil and family before the point of transition.
- Where the pupil also has an Education, Health and Care plan (EHC), the SENDCo /other professional attends the relevant annual review.

- Where appropriate, students have access to physical aids such as adapted equipment and tools to support accessing the curriculum.
- Where appropriate, students have access to ICT to support with visual impairments (and physical disabilities).
- The SENDco monitors the effectiveness of the provision for individual pupils with the class teacher annually. In addition, the SENDco is available to support the class teacher in consideration of any additional resources that may be required or suggested by outside agencies. The SENDco monitors the effectiveness of resources for individuals through termly observations of pupils with disabilities.
- Where appropriate, pupils are allowed to remain in the school building during break and lunchtimes under adult supervision. As part of this service, the school also provides a quiet space for pupils to use during these times.
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout.
- Transport arrangements are made with the family or local authority where appropriate, so students have easy access to the school buildings.

## 6. Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The SENDCo leads the development and management of the provision for students with learning disabilities.
- CPD activities are available for staff at regular points throughout the year. This includes Autism awareness and supporting students with ADHD.
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students and adaptive teaching strategies are used throughout the school.
- Support and advice on effective adaptation strategies are provided through staff meetings, one to one meetings, feedback from observations and learning walks and as part of whole staff training, ECT training and new staff training.
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve.
- We will continue to develop staff expertise through CPD on inclusive/ adaptive teaching strategies, including sensory-friendly classrooms and assistive technology. We will ensure that all communication with pupils and families is accessible, using plain language and alternative formats where needed.

## 7. Action Plan

Area	Existing arrangements	Action due	Success Criteria	Lead Person	Timescale	Date completed
Curriculum	Curriculum is designed to meet the needs of all pupils and reviewed annually or sooner if required. This includes additional adult support, specific IT equipment, intervention strategies	Review curriculum according to the changing needs of the pupil cohort, including the mixed classes.	All pupils able to effectively engage in all learning opportunities  All staff are aware of additional needs of pupils and tailor curriculum delivery and support accordingly	AR/ SW	Ongoing according to the needs of the pupils	
Curriculum	Adaptive teaching strategies are in place to maximise learning opportunities for every pupil	Review curriculum according to the changing needs of the pupil cohort. CPD linked to adaptive teaching strategies. Monitor the use of the strategies.	All lessons include effective adaptive teaching strategies so that all pupils can access the curriculum and make progress. All lessons use consistent approaches to aid transferability.	AR/ SW	Ongoing according to the needs of the pupils	
Technology	Effective use of technology so that all pupils, regardless of need, e.g.	Review curriculum according to the changing needs of the pupil cohort	Pupils with specific learning difficulties have equal access to curriculum materials	AR/ SW	Ongoing according to the needs of the pupils	

	ASD/Dyslexia, can access the curriculum	Regular evaluation of existing and new technologies so that pupils are adequately supported according to their needs Provide training for staff on effective use of technology.	and are engaging fully in all lessons. Pupils become more independent and less dependent on additional adult support to access learning			
Estates	Wheelchair ramp access across the site  All stairs in circulation areas have handrails  The building is on one level  All classrooms have easy access to bathroom facilities  Disabled parking spaces	Investigate the pathway to the lower playground.	Wheelchair users can enter the building at the appropriate entrance  Wheelchair users to have access to the lower playground.	GS	Ongoing quotes to be obtained.	

	<p>All fire doors on corridors have automatic closing door guards so they remain open in non-emergency settings for easy movement around the school building</p> <p>School design is spacious with wide corridors</p> <p>External steps have marker disks to aid the visually impaired</p>					
Induction	<p>The school works closely with families joining the school, particularly where there is additional need</p> <p>Reasonable adjustments are</p>	Review induction processes according to the changing needs of the pupil cohort	New pupils settle in well to the school and their learning needs are met	AR/ SW/ JB	Ongoing	

	agreed in advance of pupils with additional need starting the school					
Communication	<p>Website is updated regularly clearly laid out and accessible to all</p> <p>Large print / coloured paper used as needed</p> <p>Signage across the site is clear</p>	<p>Investigate a loop system for the main hall as needs arise and budgets allow</p> <p>Regular updates to website</p> <p>Investigate translation tools to improve accessibility of communications where English is an additional language, firstly via the website and text messaging service where available</p>	Website content and design is clear and easily understandable	JB	Ongoing (website)	