



## **St George's Accessibility Plan 2026 - 2029**

### **Ethos and aims**

St George's Preparatory School ('the School') is committed to being a fully inclusive and welcoming community that values the individuality of every child. The School seeks to ensure that all pupils are able to participate fully in school life, developing the confidence, skills, and resilience needed to thrive both within the School and beyond it.

### **Definition of disability and scope of the plan**

A child or young person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, as defined by the Equality Act 2010. This definition includes sensory impairments, medical conditions, neurodivergence and mental health conditions, whether visible or hidden.

In line with its duties under the Equality Act 2010, St George's Preparatory School's Accessibility Plan sets out the School's approach to removing barriers to learning and participation and to promoting equality of opportunity. The Plan includes actions to:

- Increase the extent to which disabled pupils can access and participate fully in the School's curriculum, including teaching, learning, assessment and the wider life of the School
- Improve the physical environment of the School to enhance access for disabled pupils, enabling them to take full advantage of education and associated benefits, facilities, and services provided by the School
- Improve the provision and delivery of information to disabled pupils, ensuring that information is made available in formats that are accessible and appropriate, so far as is reasonable, compared with information provided to pupils who are not disabled

Through this Plan, the School seeks not only to meet its statutory obligations but also to foster an inclusive environment that supports pupils in developing independence, confidence, and the skills needed to prepare them for life beyond school.

### **How the plan is constructed**

The School has an accessibility review committee which consists of Sarah Hague (Head), Alexander Richardson (Bursar) and Lindsey Fidrmuc (SENDCO) and may co-opt additional members whose expertise in any field would be of assistance.



The Accessibility Review Committee is responsible for:

1. Reviewing, at least annually, the School's policies, practices, procedures, and physical environment insofar as they may affect current or prospective pupils who are disabled
2. Considering and recommending reasonable adjustments and strategic improvements to enhance access to education, the curriculum, the physical environment, and the wider life of the School for pupils with disabilities
3. Reviewing the School's SEND and Inclusion policies, ensuring consistency with the Accessibility Plan and statutory duties
4. Preparing, implementing, and monitoring the School's Accessibility Plan, identifying priorities and actions for improvement
5. Reviewing the Accessibility Plan on an annual basis, and more frequently where necessary, to evaluate progress and ensure continued compliance and effectiveness

The School's Accessibility Review Committee has played a central role in the development and ongoing review of the Accessibility Plan. In carrying out this work, the Committee has taken a holistic approach, considering how accessibility and inclusion are promoted across all aspects of school life.

In developing and reviewing the Plan, the Committee has had regard to the impact of the School's arrangements on disabled pupils and prospective pupils, including consideration of:

- Admissions arrangements
- Pupil attainment and progress
- Attendance and engagement
- Suspension and exclusion practices
- Access to education and the curriculum
- Extra-curricular activities and educational visits
- Governing body oversight and representation
- The physical school environment and facilities
- Selection, recruitment, and employment practices
- Sporting education and physical activities
- Staff training and professional development
- Pupil welfare, wellbeing, and pastoral support

This comprehensive review ensures that potential barriers to participation are identified and addressed and that the School continues to make reasonable adjustments that support inclusion, equality of opportunity and positive outcomes for all pupils.

## 1. Increase access to the curriculum for disabled pupils

To ensure that all pupils, including those with disabilities, can access, engage with, and make progress within the curriculum through appropriate teaching strategies, reasonable adjustments, support and inclusive assessment practices.

### Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Identify barriers to curriculum access	Undertake a structured review of teaching approaches, learning materials, timetable demands, homework expectations and assessment practices to identify potential barriers to participation for disabled pupils. Consult pupils and parents where appropriate.	Within 6 months	Head, SENDCO, Subject Leads	Leaders can clearly identify barriers to learning and show how these are addressed through reasonable adjustments.
Improve classroom differentiation	Provide staff with guidance, modelling and examples of effective differentiation, including scaffolding, adapted resources, alternative recording methods, and flexible grouping.	Ongoing	SENDCO, Teaching Staff	Lesson observations and work scrutiny show pupils are enabled to make good progress relative to their starting points.
Ensure appropriate support plans are in place	Review and update individual support plans (ILPs or passports), ensuring adjustments are clearly documented, shared with staff and	Termly	SENDCO, Class Teachers	Support plans are current and used effectively; pupils access lessons confidently and appropriately.

	implemented consistently.			
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### Medium and Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Embed inclusive practice across subjects	Establish opportunities for staff to share inclusive strategies through meetings, training sessions and peer observation, promoting consistency across the curriculum.	1–2 years	SENDCO, Subject Leads	Inclusive practice is embedded across subjects and not reliant on individual staff members.
Improve accessibility of assessment	Review tests, examinations, and internal assessments to ensure reasonable adjustments are applied consistently and fairly, without lowering expectations.	1–2 years	SENDCO, Subject Leads	Disabled pupils are able to demonstrate their learning accurately and without disadvantage.
Promote independence as learners	Explicitly teach learning strategies, organisational skills and self-advocacy as part of classroom and pastoral provision.	2–3 years	SENDCO, Teaching Staff	Pupils demonstrate growing independence, confidence, and resilience in their learning.

## 2. Improve the physical accessibility of the school environment

To identify and reduce physical barriers within the school site so that disabled pupils can move safely and confidently around the School and fully access education, facilities and services where it is reasonable to do so.

### Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Identify physical barriers	Conduct a detailed site accessibility audit considering entrances, classrooms, corridors, toilets, lighting, acoustics, and emergency procedures.	Within 12 months	Bursar, SENDCO, Site Manager	Leaders understand physical limitations and can demonstrate forward planning to address them.
Improve access arrangements	Implement reasonable short-term adjustments such as room changes, furniture adaptations, or timetable adjustments for children or families with access needs.	Ongoing	Bursar, SENDCO	Pupils can move safely and independently around the School where practicable.

### Medium / Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve access to key facilities	Prioritise modifications to classrooms, communal spaces, or toilets to improve accessibility, subject to feasibility and resources.	1–3 years	Bursar, Directors	Increased access to facilities enables fuller participation in school life.
	Review lift access	5 years	Bursar, Directors	Lift access reinstated

	arrangements in the main building.			
Ensure accessibility of school activities	Review arrangements for trips, sporting events, productions and special events, ensuring adjustments are planned in advance.	Ongoing	Trip Leaders, class teachers	Disabled pupils participate fully and safely in the wider curriculum.
Embed accessibility in future planning	Include accessibility considerations in all building, refurbishment, and development plans.	Ongoing	Directors, Bursar	New developments demonstrate clear regard for accessibility and inclusion.

### 3. Improve the accessibility of information and communication

To ensure that information provided by the School is available to disabled pupils and families in accessible formats, enabling them to participate fully in school life and make informed choices.

#### Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Identify communication needs	Record any requirements for alternative formats (e.g. enlarged print, simplified text, visual supports) for pupils and parents.	6–12 months	SENDCO	Communication needs are identified promptly and met appropriately.

Improve digital accessibility	Review online platforms and communication systems to ensure they are accessible and user-friendly.	12 months	IT Lead, Admin Team	Pupils and parents can access information confidently and independently.
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Medium / Long Term

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Strengthen parental engagement	Ensure key information is communicated in ways that remove barriers to engagement.	Ongoing	Admin, IT Lead	Parents feel informed, supported, and able to engage positively with the School.
Embed inclusive communication	Review methods regularly to reflect changing needs and developments in technology.	Ongoing	SLT	Accessible communication becomes standard practice.
Support pupil independence	Encourage pupils to access information independently and develop communication skills.	Ongoing	Teaching Staff	Pupils demonstrate confidence in accessing information and advocating for themselves.

#### 4. Promote a whole-school culture of inclusion and preparedness for life

To develop staff awareness, confidence, and inclusive practice through training and review, fostering an environment where diversity is valued and pupils are supported in developing independence, resilience and life skills.

##### Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Raise staff awareness	Provide regular training on disability awareness, inclusive practice and reasonable adjustments.	Within 12 months	SENDCO, Head	Staff demonstrate understanding of their responsibilities and inclusive practices.
Strengthen inclusive ethos	Reinforce messages of inclusion through assemblies, PSHE, and pastoral support.	Ongoing	Head, Pastoral Team	Pupils show respect, empathy, and positive attitudes to difference.

##### Medium / Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Develop staff expertise	Offer targeted CPD linked to identified needs within the pupil population.	1–3 years	SENDCO, Deputy Head - Academic	Staff apply training effectively in classrooms and pastoral settings.
Foster life skills	Embed opportunities for decision-making, resilience, collaboration and independence across the curriculum.	2–3 years	Teaching Staff	Pupils are well prepared for the next stage of education and life beyond school.



Support successful transitions	Monitor transition outcomes and provide tailored support as pupils move on.	Ongoing	SENDCO, Pastoral Team	Pupils transition confidently and successfully to their next stage.
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