



Accessibility Plan Template for St Ralph Sherwin Catholic Academies 2025-2026 Accessibility Plan

Name of Academy: St George's Catholic Voluntary Academy, Derby

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
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| To provide support for those pupils who may have visual or hearing impairments. | Where required we will provide materials in: <ul style="list-style-type: none">- Braille- Large print- Comic Sans font (for pupils with a Dyslexia profile)- an audiotape/use of text-speech apps for pupils who may have difficulty with standard forms of printed information- coloured overlays- work presented on a coloured background, not white. | Pupils and prospective pupils will have their visual/hearing needs met so they can fully access the curriculum. | Updated and checked each year as new pupils start. | SENDCO Class Teacher |
| To make all lessons, including physical activities, accessible for pupils where they | <ul style="list-style-type: none">- Reasonable adjustments made to planning or resources to allow pupils to access the lesson. For | Children will make progress and feel confident in their lessons. | Ongoing | Teaching staff PE coach |

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| can achieve their full potential. | <ul style="list-style-type: none"> example physical literacy interventions, shorter sessions etc. - Extra adult support put in place where required. - More time given to pupils to complete a piece of work at a pace that works for them. | | | |
| To provide staff with the necessary training to teach and support pupils with disabilities. | <ul style="list-style-type: none"> - Regular CPD for staff on how to support pupils. - Expert staff (SENDCO, and Pastoral lead) to keep their training up to date. - Staff voice on their confidence levels with supporting pupils. | Staff will have a clear understanding on how to support and teach pupils with a disability and recognise that each child's needs will be unique. | At least termly where required | SENDCO Pastoral Lead |
| To organise classrooms for disabled pupils. | <ul style="list-style-type: none"> - Ensure that the environment is not too overwhelming for pupils. - Consider seating arrangements and where pupils are best placed. - Ensure equipment and resources are easily accessible for pupils. | Children will be able to access the curriculum in an appropriate environment that allows them to learn and is not distracting. | Ongoing | All staff |
| To work with outside | - SENDCO to | Specialist support will allow school staff | Ongoing | SENDCO |

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| agencies to provide the best support for our pupils. | communicate with agencies, such as Speech and Language, to arrange appointments or provide training for staff. | to understand how best to support our pupils, as well as provide targeted support to allow pupils to progress. | | Teaching staff |
| To ensure that school visits and residential are accessible for all pupils. | <ul style="list-style-type: none"> - Thorough risk assessments to be carried out prior to organising school visits. - Staff to visit venue prior to visit to check accessibility of building/area. - Staff to have risk assessments for any SEND pupils on a residential, ensuring they are clear on medication, physical needs etc. | All children will be able to attend a school trip that will benefit their personal development. | Any trips throughout the year. | Headteacher Teaching staff on trip |
| To ensure extra-curricular offers are accessible for SEND pupils. | <ul style="list-style-type: none"> - Staff to consider meeting all needs when planning their extra-curricular offers. - Where necessary, risk assessments to be carried out. - If non-school | Personal development of child. Registers will show a strong uptake of SEND pupils attending extra-curricular activities. | Ongoing | Teaching staff |



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| | staff/external agencies are carrying out the extra-curricular group, they are to be informed of any pupils with SEND. | | | |
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Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.

| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
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| To ensure that pathways of travel around school, including the car park, are safe and well signed. | <ul style="list-style-type: none"> - Clear signs around school. - Handrails on all stairs around school. - Staff to know the points around school to take any pupils with a disability, avoiding steps, using the ramps etc. | Children will have safe access to school and will transition around the building in a safe manner. | Ongoing and regular checks made. | Head teacher Estates team |
| To ensure that the size and layout of all areas in school allow access for all pupils. | <ul style="list-style-type: none"> - Classrooms to have a safe layout to allow children to access them. - The hall and dining area to be set up to give safe access to all. - Doorways to be a reasonable size so children can enter and exit easily. - When planning classes for the new academic year, ensure SEND pupils are placed first and in a | Pupils will be able to access areas of school safely. | Ongoing and regular health and safety checks throughout the year. | Head teacher Estates team Staff |

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| | <p>classroom that will be accessible for them.</p> <ul style="list-style-type: none"> - Handrails on all stairs around school. | | | |
| <p>To ensure that emergency and evacuation systems, including alarms, are both visual and auditory.</p> | <ul style="list-style-type: none"> - Fire and lockdown drills to happen termly so children can practice and recognise the signal. - SEND pupils to be given warning of a fire/lockdown drill. - Staff to support SEND pupils when evacuating the building. | <p>Children are aware of the signs and signals that show when they may need to evacuate a building and they are able to do so safely.</p> | <p>Ongoing and tested termly.</p> | <p>Head teacher Estates team</p> |
| <p>To have signs and symbols in place around school.</p> | <ul style="list-style-type: none"> - Visual timetables - All rooms in school to have a sign on. - Entry and exit signs - Resources in classrooms to be clearly labelled | <p>Pupils are able to access the physical environment independently.</p> | <p>Ongoing</p> | <p>All staff</p> |

Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
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| To ensure that everyone is made to feel welcome. | <ul style="list-style-type: none"> - Our curriculum offer is designed to celebrate diversity and to support children's personal development. - Periods in the year like STEM fortnight, healthy fortnight, disability awareness month. - Subjects and reading spines to include exploring people from diverse backgrounds. | Everyone at St George's will feel welcome, happy and safe at our school. | Ongoing | All staff |
| To ensure that staff remove all barriers to learning and participation. | <ul style="list-style-type: none"> - Staff to understand how to do this through CPD. - Staff to carefully plan their delivery of lessons and make adaptations for pupils where needed. | Pupils will be able to access all areas of their learning with support, where required. | Ongoing | All staff |
| To set high expectations of all | <ul style="list-style-type: none"> - Termly pupil progress meetings. | All pupils will make good progress consistently across the school. | Ongoing Termly | All staff |

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| pupils. | <ul style="list-style-type: none"> - All monitoring to include a section that looks at SEND pupils. - Clear behaviour policy that is followed by all members of the school community. | | checks | |
| To keep records up to date so all staff are aware of pupils with disabilities. | <ul style="list-style-type: none"> - One page profiles for SEND pupils in class information folders. - SEND plans to be updated termly and shared with parents and staff involved with the pupil. - Pupil green files to be updated regularly. | Staff are aware of how to best support their pupils. Recording keeping will allow for smooth transition between year groups/schools in the summer term. | Termly | SENDCO Pastoral Lead All staff |