



Accessibility Audit & Plan

09/12/2025

St Giles CofE Primary School

Walsall Street
Willenhall,
Wolverhampton
WV13 2ER
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School Type	LA
Pupil Age Range	Primary
Most recent OFSTED rating	Good
Headteacher	Mark Dakin
SENCO	Simrat Mavi
Lead Officer re Site & Facilities	Manny Grewal
Next Audit & Plan due by	09/12/2028

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or read with a “text to speech” reader pen.***

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1. Executive Summary

An on-site Accessibility Audit of St Giles CofE Primary School took place on **09/12/2025**.

Further information was obtained from the school website, a review of all published policies and by the completion of our Pre-Audit Questionnaire.

Accessibility and Equality legislation as it applies in schools is summarised in Sections 2 and 3 below. The public sector Equality Duty came into force on 5 April 2011. The Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. Under the equality duty, they are required to publish relevant information regarding their compliance with the duty, and to set and publish equality objectives. Their Equality Objectives along with a summary of the way in which they respond to this duty are included on their website. They publish information relating to their compliance with the duty in the head teachers report to the governors, so that governors can critically review the extent to which they meet the aims of the duty. Contextual background information is summarised in Section 7. The school context is considered when suggesting recommendations for improvements to accessibility.

The constraints and limitations to the audit are considered in Section 8.

The detailed Access Audit follows in Section 10 and is summarised in Section 1.1 below. The Audit section describes accepted best practice where appropriate.

Based upon the audit findings, the suggested School Accessibility Plan together with a suggested Action Plan, is provided at Sections 11 and 13 respectively.

This Accessibility Plan contains relevant and timely actions to:- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

St Giles CofE Primary School St Giles is a special place where the staff are dedicated to providing a stimulating, exciting environment where everyone feels valued and safe, ideas can flourish and pupils can realise their full potential. By providing a well-structured and engaging curriculum, and by promoting good behaviour through their Christian ethos, they aim to enthuse in all children a love of learning as well as respect and care for each other.

They aim to ensure children thrive at St Giles CofE Primary, feeling safe, having fun and enjoying success. The school want pupils' time with them to be memorable, to build on what they know and can do, as well as help them become lifelong learners. The partnership between home, school and Church is highly valued and they encourage all parents to take an active part in the education of their children.

At St Giles, they support and value the abilities of all pupils and capitalise upon these to ensure that they flourish from their unique starting point. They are committed to inclusion across all aspects of school life for children, their families, our staff and the wider community. Through their commitment to equal opportunities, they endeavour to make an exciting, creative and effective learning environment, recognising and responding to individual learning styles. They aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Since autumn 2017 the school has been on a journey to become a 'Right Respecting School' with UNICEF and has achieved the 'Bronze Committed' stage in summer 2018, Silver in 2019 and Gold in

2023. The principles of the UN Convention on the Rights of the Child (CRC) complements and enhances the school vision and values.

At St Giles CofE Primary School, they believe that every student deserves an equal opportunity to access quality education in an inclusive and supportive environment. Their Accessibility Plan is a testament to their commitment to ensuring that all students, regardless of their physical, sensory, cognitive, or emotional needs, are provided with the necessary resources and accommodations to thrive academically, socially, and personally.

As part of their ongoing efforts to foster an inclusive community, they have conducted a comprehensive assessment of their facilities, curriculum, and support services. This Accessibility Plan outlines the specific measures they will implement to enhance accessibility for students with disabilities. Their initiatives encompass a wide range of areas, including physical access to buildings and classrooms, modifications to teaching methods and materials, and the provision of specialised support services.

In collaboration with students, parents, staff, and external experts, they have identified key areas for improvement and developed actionable strategies to address them. Their goal is to create an environment where every student feels valued, supported, and empowered to reach their full potential. By prioritising accessibility, they aim to not only comply with legal requirements but also to promote a culture of inclusivity and respect within their school community.

SEND at St Giles CofE Primary School

The school's objectives are:

- Identify the needs of pupils with SEND and or disability or other vulnerabilities as early as possible via a robust early response system. They do this effectively by gathering and triangulating information from a range of sources and matching the provision to what they learn.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN and taking actions based on findings. Continuous monitoring of those pupils with SEN by their teachers ensures that they are able to reach their full potential and close the learning gap.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and transfer learning from one situation to another. This will be co-ordinated by Simrat Mavi, the SENDCo and Mark Dakin the Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to ensure co-production and gain a thorough understanding of their child. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information regularly on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Access to the Building

In the context of a school, "access to the building" refers to ensuring that all students, staff, and visitors can enter, move around, and utilise the facilities within the school premises without encountering barriers.

St Giles CofE Primary School manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. Annual reviews of physical accessibility are undertaken.

St Giles CofE Primary School is designed to be accessible to all students, staff, and visitors, including those with disabilities.

Ramps and Lift: Some of the school buildings are equipped with ramps to ensure that all areas are accessible to individuals who use wheelchairs or have mobility issues.

St Giles CofE Primary School has the following special facilities:

- wheelchair access into the main entrance
- doorways and corridors are designed to be wide enough to accommodate wheelchairs and other mobility aids, allowing for easy movement throughout the school.
- accessible toilet/s with handrails
- designated accessible parking spaces are available close to the school entrances to facilitate easy access for those with disabilities.
- ramps
- easy access for taxis/other transport
- classrooms are carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, and high frequency lighting. Classrooms are arranged to ensure that students with disabilities can easily access their desks and participate in classroom activities.
- blinds and curtains in classrooms to reduce glare
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support
- clear and visible signage is used throughout the school to help guide students, staff, and visitors to various areas, including accessible routes and facilities.
- emergency exits are designed to be accessible, ensuring that all individuals can evacuate safely in case of an emergency.

These features reflect St Giles CofE Primary School's commitment to providing an inclusive and accessible environment for everyone.

Access to the Curriculum

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved.

A highly inclusive curriculum and learning environment can be provided through various strategies:

- **Differentiated Instruction:** Adapting teaching methods to cater to the diverse needs of all students.
- **Universal Design for Learning (UDL):** Creating flexible learning environments that accommodate individual learning differences.
- **Assistive Technology:** Utilising tools such as speech-to-text software, screen readers, and hearing aids to support students with disabilities.
- **Collaborative Teaching:** Involving special education teachers, teaching assistants, and other specialists in the classroom to provide additional support.

- **Multisensory Teaching:** Using visual, auditory, and kinesthetic learning activities to engage students with different learning styles.
- **Accessible Materials:** Providing textbooks, handouts, and digital resources in formats accessible to all students, including large print, Braille, and audio versions.
- **Culturally Relevant Curriculum:** Incorporating diverse cultural perspectives and materials that reflect the backgrounds of all students.
- **Inclusive Classroom Practices:** Ensuring that classroom activities and assessments are designed to include all learners, such as group work and project-based learning.
- **Regular Assessments and Feedback:** Continuously monitoring student progress and providing timely, constructive feedback to support growth.
- **Parental Involvement:** Engaging parents in their children's education and fostering a collaborative partnership between home and school.
- **Professional Development:** Offering ongoing training for teachers on inclusive education practices and the use of assistive technologies
- **Flexible Learning Spaces:** Designing classrooms that are adaptable and accessible to all students, with consideration for mobility and sensory needs

St Giles CofE Primary School makes every effort to promote inclusivity and offers all children access to their broad curriculum. The school understands that '*reasonable adjustments*' must be made in some areas in order to ensure all children are included in all areas of the curriculum.

The identification of Special Educational Needs (SEN) is an integral part of the school's approach to monitoring the progress and development of all pupils, as outlined in their Policy on Teaching and Learning. Teachers understand that it is extremely important that they identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils.

Students with significant health needs have Healthcare Plans, drawn up by the school in conjunction with parents/carers and associated medical professionals. The school makes appropriate provision and trains staff as required to accommodate students with particular needs.

The school is inclusive in line with its philosophy and legal requirements and there are no known barriers to any child accessing classrooms, activities or any part of the curriculum.

The school will review at least annually the disability profile of the cohort and adjust provision and plans as required. In addition to this annual review the school will assess the needs of any new or prospective in-year transfer.

Access to information

St Giles CofE Primary School strives to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events. The information is made available in various preferred formats within a reasonable time frame.

Website: Web accessibility is the inclusive practice of ensuring there are no barriers that prevent interaction with, or access to, websites by people with all types of disabilities. When sites are correctly designed, developed and edited, more users have equal access to information and functionality. Within the context of 'reasonable' under the Equality Act, the school's website is acceptable.

The website contains all of the information available to parents and students that is required. There is a link to Google Maps for users to plan their route and the website is easy to navigate.

Signage: School signage, internal and external, should be large enough (large font) and at a height which can be read easily by any user of the building including those in wheelchairs. School signs make clear where access points and exits points are including disabled signs and disabled toilets.

Technology and furniture: Technology enables all students to access information readily regardless of their disability and is adjusted, where appropriate for students, known to the school already, who suffer hearing loss.

Where appropriate, disabled students are equipped with laptop, iPad, reading pen or other new technologies to assist them in accessing information and learning including practical subjects such as technology and PE. Where appropriate and if required, specialist ergonomic furniture will be purchased to enable those with a disability to learn.

Summary

Commitment to Accessibility

St Giles CofE Primary School is committed to continuous improvement in accessibility. They have implemented a range of strategies and initiatives to enhance the physical environment, curriculum, and communication methods. Their Accessibility Plan outlines their ongoing efforts to ensure that their school is a place where all students feel welcome, supported, and empowered to succeed.

It is for the School's Senior Leadership Team and Management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested in the Accessibility Action Plan may be helpful in that regard.

In the UK, maintained schools are required to publish their Accessibility Plan online. This is part of their obligations under the School Information (England) Regulations 2008, as amended by the School Information (England) (Amendment) Regulations 2012 and 2016. The plan should be accessible on the school's website, and if the school doesn't have its own website, it should be published on an alternative website with a link provided to parents and carers. It is suggested that the school's own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

Equality Act Audits relationship with St Giles CofE Primary School does not end with the submission of this document. We remain available by telephone or email for further discussion, advice and support throughout the currency of this audit. We especially welcome feedback regarding your progress. Please do share your success stories with us.

Thank you for the opportunity to work with the school, and the hospitality extended during our visit to the school. We look forward to having the opportunity to support the school again, should you kindly choose to reappoint us.

Auditor name, post nominal qualifications



Vanessa Marsland (BA hons)

09/12/2025

For Equality Act Audits.