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Accessibility Plan and Policy 2026

VISION

Care, Grow and Flourish in God's Loving Hands

The theological underpinning of our school vision is the Parable of the Mustard Seed—Matthew 13:31-32

Jesus told them another parable: "The Kingdom of Heaven is like this. A man takes a mustard seed and sows it in his field. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree, so that birds come and make their nests in its branches.

Mission:

- We will recognise every child as precious and unique
- We will 'live' Christian values in our daily lives within a caring Christian environment
- We will enable every child to make the very best progress and growth through excellent teaching and we will deliver an inspirational curriculum to encourage them to flourish.
- We will work in partnership with children and families to promote growth, confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of Christian values in action through worship.

Our Safeguarding Statement of Intent is available on our website

Approved by:	Governing Body	**Date:** 20.10.26
Next review due by:	October 2029	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At St Mary's Church of England Primary School, our vision is to "Care, Grow and Flourish in God's Loving Hands."

Inspired by the Parable of the Mustard Seed (Matthew 13:31–32), we believe that every child is precious and unique and has the potential to grow, develop and flourish.

Our Christian vision underpins our commitment to inclusion. We celebrate diversity, recognise individual strengths and needs, and seek to remove barriers that may prevent children from learning, participating and achieving.

We are committed to providing an ambitious, inspirational and inclusive curriculum in which every child is heard, understood, respected and valued as a child of God. We work in partnership with children and their families to promote confidence, independence, resilience and self-esteem.

Accessibility is an essential part of this commitment. It means ensuring that all pupils can access learning, participate in school life, enjoy opportunities beyond the classroom and receive information in ways that meet their needs.

We recognise that inclusion is a shared responsibility. Governors, leaders, teachers, support staff, families and pupils all contribute to creating a community in which everyone belongs.

This plan sets out how we will continue to identify and reduce barriers to accessibility over time. The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Purpose and Approach, Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan has been developed with reference to Schedule 10 of the Equality Act 2010 and relevant Department for Education guidance.

It focuses on three statutory areas:

1. **Curriculum accessibility:** increasing the extent to which disabled pupils can participate in the school curriculum.
2. **Physical accessibility:** improving the physical environment so that disabled pupils can access education, facilities and services.
3. **Accessible information:** improving how information is provided to disabled pupils in formats and ways that meet their needs.

The plan complements the school's Inclusion and SEND Policy, SEND Information Report, Equality Policy, Safeguarding Policy and other relevant policies.

It should be read alongside individual pupil support plans, healthcare plans, risk assessments and reasonable adjustments, where applicable.

Our approach is based on the following principles:

- Every child is valued: We recognise the dignity, individuality and potential of every pupil.
- High aspirations for all: We aim for every child to make the best possible progress through excellent teaching and an inspirational curriculum.
- Removing barriers: We identify and address barriers to learning, communication, mobility, independence and participation.
- Belonging and participation: We seek to ensure that pupils can take part in lessons, collective worship, visits, clubs, sports and wider school experiences.
- Listening and partnership: We listen to children and work with parents and carers to understand individual needs and identify effective adjustments.
- Independence and resilience: We provide appropriate support while enabling children to develop confidence and independence.
- A caring Christian community: We promote respect, kindness, understanding and the belief that everyone has a valuable contribution to make.
- Our curriculum intent explicitly commits us to purposeful inclusion, high-quality teaching, experiential learning and an inclusive sporting curriculum. This plan builds on those commitments.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Priority 1: Increasing access to the curriculum

Objective: To ensure that all pupils, including disabled pupils can access an ambitious curriculum, make progress and participate meaningfully in all aspects of school life.

Action	Responsibility	Timescale	Success criteria
Review teaching and learning to identify barriers for pupils with SEND and disabilities, including communication, sensory, physical and cognitive barriers.	Headteacher, SENCO and subject leaders	Annually and ongoing	Barriers are identified and addressed through classroom practice and curriculum planning.
Ensure teachers use adaptive teaching, appropriate scaffolding, accessible resources and suitable adjustments to enable pupils to access learning.	Class teachers and subject leaders	Ongoing	Planning and lesson monitoring demonstrate appropriate adaptation to pupils' needs.
Review individual pupil needs and ensure that reasonable adjustments, support strategies and provision are communicated to relevant staff.	SENCO and class teachers	At transition points and through regular reviews	Staff understand and implement agreed adjustments consistently.
Ensure pupils with disabilities can participate as fully as possible in educational visits, residential visits, workshops, performances and enrichment opportunities.	Educational Visits Coordinator, class teachers and SENCO	Before each activity	Accessibility and individual needs are considered during planning, with appropriate adjustments identified in advance.
Review access to PE, sport, playtimes, lunchtime activities and extracurricular clubs, including opportunities for pupils who need additional support.	PE Lead, class teachers, SENCO and lunchtime staff	Annually	Barriers to participation are identified and reasonable adjustments are considered and implemented.
Ensure that pupils can participate in collective worship, religious education, school celebrations and community events in ways that meet their needs.	Headteacher, RE Lead and SENCO	Ongoing	Pupils are supported to participate meaningfully in the spiritual, social and community life of the school.
Review the accessibility of assessment arrangements and provide appropriate adjustments where required.	Assessment Lead, SENCO and class teachers	Each assessment cycle	Pupils can demonstrate their learning as fairly as possible, in line with applicable guidance.

Support transitions between year groups, key stages and settings through appropriate information-sharing, preparation and liaison with families and professionals.	SENCO, class teachers and Inclusion Leader	At transition points	Transitions are planned, individual needs are understood and pupils are supported to settle successfully.

Measures of impact

- Pupils with disabilities participate in learning and enrichment opportunities as fully as possible.
- Monitoring shows that teaching and resources are adapted to meet identified needs.
- Pupil progress, participation and feedback inform improvements to provision.
- Families report that the school listens to concerns and works collaboratively to address barriers.

Priority 2: Improving access to the physical environment

Objective: To maintain a safe, welcoming and accessible environment that enables disabled pupils to access the school's facilities, activities and educational opportunities.

Action	Responsibility	Timescale	Success criteria
Undertake an accessibility walk-through of the school site to identify barriers affecting mobility, sensory access, safety and independence.	Caretaker, Headteacher and governor responsible for premises	Autumn 2026, then annually	An accessibility audit is completed, with priorities recorded and actions identified.
Review access routes, entrances, corridors, classrooms, toilets, dining areas, outdoor spaces and other facilities against the needs of current and prospective pupils.	Caretaker, SENCO and Headteacher	Annually and when needs change	Identified barriers are prioritised and appropriate adjustments or improvements are planned.
Review classroom layouts, lighting, acoustics, signage, visual clutter and sensory demands where these affect pupils' access to learning.	Class teachers, SENCO and Premises Lead	Ongoing; formal review annually	Environmental adjustments are made where reasonably practicable and appropriate to identified needs.
Ensure that agreed arrangements for pupils with mobility, sensory, medical or personal care needs are in place and communicated to relevant staff.	Headteacher, SENCO and relevant staff	Before a pupil requires the arrangements and whenever needs change	Individual arrangements are understood, implemented and reviewed.
Review emergency evacuation arrangements for disabled pupils and staff, including individual arrangements where necessary.	Headteacher, Caretaker and relevant staff	Annually and following changes in need or premises	Appropriate evacuation arrangements are documented, communicated and reviewed.
Ensure that maintenance and premises improvement planning considers accessibility, safety and inclusion.	Governing body and Premises Lead	During annual premises and budget planning	Accessibility improvements are considered in maintenance priorities and resource decisions.
Consult pupils and families about environmental barriers and take appropriate action in response to concerns.	Headteacher, SENCO and Caretaker	Ongoing	Feedback is recorded, considered and used to inform practical improvements.

Measures of impact

- An accessibility audit identifies strengths, barriers and priorities for improvement.
- Identified hazards and access barriers are addressed according to risk and available resources.
- Individual adjustments are in place where required.
- Pupils and families can raise concerns about accessibility and receive an appropriate response.

Priority 3: Improving access to information and communication

Objective: To ensure that disabled pupils can access information needed for learning and school life in a timely and appropriate way.

Action	Responsibility	Timescale	Success criteria
Identify pupils who require adapted information, including visual, simplified, enlarged, audio, tactile or other appropriate formats.	SENCO, class teachers and relevant professionals	Ongoing and at review points	Individual communication and information needs are recorded and understood by relevant staff.
Provide classroom instructions, learning materials and key information in accessible formats appropriate to pupils' needs.	Class teachers and SENCO	Ongoing	Pupils can understand and use the information needed to participate in learning.
Use appropriate visual supports, communication aids, vocabulary preparation and assistive technology where these support access and independence.	Class teachers, SENCO and relevant professionals	As required	Agreed strategies are used consistently and reviewed for effectiveness.
Work with parents and carers to understand communication preferences and provide essential information in appropriate formats where needed.	School office, Headteacher and SENCO	Ongoing	Families can access important information and communicate their child's needs effectively.
Review the accessibility of school communications, including letters, forms, website information and digital learning resources.	School office, Headteacher and relevant staff	Annually	Information is clear, usable and provided in alternative formats where reasonably required.
Ensure pupils with sensory or communication needs can access information about trips, changes to routine, school events and emergency procedures.	Class teachers, SENCO and relevant staff	Before events and whenever changes arise	Pupils receive information in time and in a form that supports understanding and preparation.
Review staff knowledge of communication strategies and relevant assistive resources.	SENCO and Headteacher	Annually and as needs arise	Staff know how to access and use appropriate resources and support.

Measures of impact

- Pupils receive information in formats suited to their identified needs.
- Staff use agreed communication strategies consistently.
- Families can request accessible information and know whom to contact.
- Feedback is used to improve the clarity and accessibility of school communications.

4.Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy