

Accessibility plan

St Mary's Church of England Primary School



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1. Aims

At St Mary’s Church of England Primary School (St Mary’s) we believe that all children have an equal right to an education that enables them to achieve their full potential. Our vision is of a caring and loving community where we light the spark of curiosity, build on individual talents and encourage everyone to be the best they can be. We are committed to Inclusive Education. All pupils, regardless of their particular educational, physical, social, spiritual, emotional and cultural needs are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We aim to provide a school environment that enables full curriculum access. As required by the Equality Act (2010) we aim over time to:

- Increase the extent to which pupils with disabilities can participate within the curriculum;
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improve the availability of accessible information to disabled pupils.

2. 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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	To ensure staff have the skills required to meet the needs of all pupils.	Audit of CPD needs based on the needs of pupils and staff needs	SENDCo	Ongoing	<p>Training has happened in identified areas- see SEN information report.</p> <p>Ongoing monitoring to ensure individual needs are met.</p>
	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>We work closely with support services including the Advisory Teaching Service(ATS), Occupational Therapy and the Educational Psychology Service.</i></p>	To develop the use of ICT to provide resources for children with additional needs and meet individual needs.	<p>Specific children to receive support from the ATS to develop their use of technology particularly typing.</p> <p>Use of laptops and ipads to support learning and to provide alternative methods of recording.</p> <p>Use of electronic spellcheckers for identified children.</p> <p>Use of IT programs to support communication and curriculum eg.</p>	<p>SENDCo</p> <p>With support from the IT lead</p>	Ongoing according to needs.	<p>Identified children able to record their work more confidently using alternative methods.</p> <p>Evidence of technology being used to support learning during monitoring.</p>

			Widget Online			
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>Wheelchair access to the main part of the school.</i></p> <p><i>Ramps to Key Stage 1</i></p> <p><i>Disabled parking bay</i></p> <p><i>Disabled toilet and changing facilities</i></p> <p><i>Maintenance of contrast paint / frames on doors and obstacles in KS1/ KS1 playground and in main corridor and reception</i></p>	<p>Lifts to access the whole school need to be serviced and maintained</p> <p>Facilities to change older children e.g. changing bed/ hoist (Changing Places Room)</p> <p>Contrast Paint etc. in KS2 corridors and doors and playground</p>	<p>As need arises lifts to be recommissioned and maintained.</p> <p>Funding to be sought and work commissioned when a pupil is due to attend with this need</p> <p>Caretaker to maintain painting of contrast lines on the playground and tape doors/ end of rails e.t.c</p>	<p>School Business manager (SBM)</p> <p>SENCO /SBM</p>	<p>As and when needed</p> <p>Ongoing</p>	<p>Suitable resources and spaces in place to meet the needs of the child.</p> <p>Environment walk to check all areas marked appropriately.</p>
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods, depending on the need of the child, to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>• Internal signage</i> <i>• Large print resources</i> <i>• Some use of pictorial or symbolic representations</i> <i>• Using widget symbols within the classroom and to present work and information.</i> <i>• Some staff trained in level one Makaton.</i> 	<p>To improve the use of symbols and pictorial representations.</p>	<p>All staff using Widget to provide SEN resources/ signage etc</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Signage using widget symbols</p> <p>Evidence when monitoring of Widget being used to support learning.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Equality Policy
- Medicines in School
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Teaching and learning Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit (October 2018)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Upstairs KS2 classrooms inaccessible	As necessary year groups adjusted to allow teaching in the ground floor classrooms.	Senior Leadership Team	As required Ongoing to June 28
Corridor access	KS1: Ramped – accessible KS2: steps – lifts provided- see below Some corridors cluttered – furniture/ bags	Monitor to ensure corridors are clutter free and accessible for all pupils. Where corridors are used as an additional teaching space the tables should be arranged to allow movement and chairs kept under tables.	Class teachers SENDCo SLT	Ongoing to October 2028
Lifts	Stair lifts to access KS2 area. Down to Y3 classrooms and up to Year 5/6 downstairs class and twiglets. Lifts not maintained at present	As required the lifts to be made operational for any future pupils and maintained accordingly.	School Business Manager (SBM)	As required
Parking bays	1 disabled bay – clearly marked	Annual maintenance check to ensure markings clear.	SBM/ SENDCo	annually
Entrances	3 doors to enter school – key pad to unlock final door. Doors difficult to access from a	When doors are replaced to be made accessible for all- ideally with push button release	SBM	Ongoing to 2028

	wheelchair			
Ramps	Ramp to school entrance- no hand rail Ramp to KS1 area – handrail provided on both sides. Ends of rails highlighted in contrasting colours	When entrance to school updated provide handrails on both sides of the path.	SBM	Ongoing to 2028
Toilets	3 disabled toilets. Y3 Corridor -alarmed Y5/6 Corridor- alarmed KS1- alarmed Shower available.	Monitor to ensure toilets are accessible and not cluttered.	SBM First aider/ KS1 staff SBM	Ongoing to 2028
Reception area	Clear.	Maintain	SBM/ SENDCo	Annually
Emergency escape routes	Labelled clearly throughout the school. Emergency exits on all levels. One exit from hall involves a step the second has a slope.	Continue to ensure signs are maintained. Provide a slope from the second exit when building work next done on the hall area.	SBM	Annually Ongoing to 2028
KS1 Playground	Open space Changes in surface/ slight drops	Maintain markings		Ongoing to 2028

	marked with highlighting paint. Padding on pillars by classrooms		SBM	
Y3/4 Playground	Open space Changes in levels/ slight drops Fire escape- marked in contrasting paint Back rest on wall to avoid overbalancing.	Maintain Long term when playground updated to level out the surfaces	SBM	Ongoing to 2028
Y5/6 Playground	Open space Steps around – access steps highlighted in contrasting paint Fire escape	Maintain Long term when playground updated to provide ramped access to and from the Y3/4 playground	SBM	Ongoing to 2028
Field	Open green space Forest school Dressed pathway to Forest school and track.	Maintain	SBM	Ongoing to 2028
Outside areas KS1 Classrooms	Enclosed areas Drops fenced off	Maintain	SBM KS1 teachers	Ongoing 2028