

Accessibility Plan



St Mary's
C of E Primary School

Approved by:

Helen Webb

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Last reviewed on:

September 2026

Next review due by:

September 2027



Instilling a life-long love for learning in an inclusive, supportive Christian community. Giving everyone the strength to enable them to flourish.



VISION AND VALUES

OUR VISION:

At St Mary's we aim to nurture the whole child, with the opportunity to develop their full potential through an inspiring and creative curriculum, instilling a life-long love for learning in an inclusive, supportive Christian community. Providing them with the strength to enable them to flourish.

Isaiah 40:31

But those who trust in the Lord for help, will find their strength renewed.

They will rise on wings like eagles;

They will run and not grow weary;

They will walk and not grow weak.

OUR VALUES:

At St Mary's CE Primary School, these values are at the heart of everything we do at school. We actively teach these values to children through our curriculum, collective worship and our day to day interactions with children. We always encourage children to reflect these values in their own behaviour in school and in the wider community.

LOVE is the most important core value in our school. We strive to bring our community together through love, kindness and friendship. We seek to appreciate everyone for who they are and welcome them to our school family. We encourage the whole school community to consider others before themselves and to practice friendship, compassion, forgiveness and tolerance.

HOPE is rooted in God's love for us. At St Mary's, we have high hopes and aspirations for all our pupils, our school and our community

TRUST is central to our school community. We trust in God, one another and ourselves. We value those around us who we know we can rely on, who can support and be there for us. When we work together, we grow stronger and are enriched.

RESPECT, one of our core Christian values, includes self-respect, respect for each other, the wider community and the world. Respect embraces individual differences and similarities within **school and** community. We celebrate these differences and rejoice in similarities. As a school, we ensure children have equal opportunities to be successful and appreciate everyone's talents.

PERSEVERANCE, at St Marys we work hard and aim to be the best we can. We know that sometimes things can be difficult, but we keep going and with God's help we don't give up.

FRIENDSHIP, friends are incredibly important as children grow up. Friendships allow children to grow and develop social and emotional skills. This ensures that the unique individuality of each person is recognised echoing the value placed by God on the preciousness of each person.

Everyone in the school community has a part to play in achieving strong, meaningful relationships and excellent behaviour. We all have a shared responsibility to provide the very best learning environment for our children and so we have a set of principles that apply to everyone (appendix 1).

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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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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. 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.



3. Action plan

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

Access to Curriculum:

Target	Who	Timescale	Outcomes/success criteria	Complete
Learning Aids to be produced	SENDCO	Ongoing	Resources from external agencies made available for use eg dyslexia friendly resources.	In line with current pupils needs.
Intervention training for support staff	SENDCO	Ongoing	Support staff able to work with increased knowledge and provide appropriate resources for pupils.	In line with current pupils needs.
Termly learning support meetings to take place and address and assess pupils needs	SENDCO	Via annual EHCP assessment	Pupils needs reviewed and being addressed.	In line with pupil's personal plans
Training for teachers on differentiating the curriculum	SENDCO/ Deputy Headteacher	Ad hoc	Through adaptive teaching, teachers are able to meet the needs of children to access the curriculum.	Ongoing
Staff trained to meet individual needs of the pupils where applicable	SENDCO/ School nurse	Ad hoc	Staff training for specific needs	EpiPen awareness and Asthma training



Access to the Physical Environment:

Target	Who	Timescale	Outcomes/success criteria	Complete
To review the accessibility of all areas of the school. School Leaders to complete a Learning Walk. Focus: Accessibility of both the inside and outside environment.	Headteacher SLT	Ongoing	All aspects of the school environment will have been evaluated.	Completed with regular checks and updates as necessary
To ensure that all individual with a disability can be safely evacuated. Personal Emergency Evacuation Plans (PEEPs) for identified individuals.	SENDCo	Ongoing	PEEPs implemented for identified individuals and named adults aware of the procedures to follow.	Updated in September ahead of the new school year.
To ensure that the care facility is well maintained and all equipment is in good working order and easily accessible. Care facility to be cleaned on a daily basis. Resources and equipment need to be stored Regular maintenance check of equipment	Site Manager	Ongoing	Care room is hygienic and easily accessible.	Monthly checks of equipments
To be fully aware of the access needs of disabled pupils, staff, parents and carers. Access arrangements to be discussed with stakeholders and external agencies on entry to school.	Headteacher SENDCo	Ongoing	Access needs are addressed for pupils, staff, parents and carers. All stakeholders are included in school life.	As necessary
To ensure that classroom equipment and resources are accessible for all pupils. Learning Walk to be completed. Focus: Accessibility of resources and equipment.	Headteacher SLT/ SENDCo	Ongoing	Increased independence of pupils.	As necessary



Access to Information:

Target	Who	Timescale	Outcomes/success criteria	Complete
Visual Timetables to be accessible for all children. - Visual timetables to be differentiated according to needs and age of the pupils (written or pictorial). - Individual desktop timetables for identified children to be discussed at Provision Mapping Meetings.	SENDCo Class Teachers	Ongoing	Help to reduce the levels of anxiety amongst learners. This multi-sensory approach helps learners to behave well, be motivated, develop independence and reinforce conceptual understanding.	Updated September in all classes
To ensure that statutory information and policies are available on the school website.	Headteacher SLT	Autumn term annually	Inform parents and carers of policy updates via school website.	September
To improve accessibility of information available to all stakeholders. - Information to be provided via school newsletters and website. - Personally share key information with the parents and/ carers of pupils with complex SEND e.g. telephone calls, notes. - Consider the availability of written materials in alternative formats upon request.	Headteacher SLT Class teachers	Ongoing	Parents and carers find it easier to locate the information they require. Stakeholders feel better informed and involved in the decision making processes.	Ongoing
All pupils have efficient and effective methods of recording their home learning tasks. - Pre-printed instructions to be provided. - Home-To-School communication books to be used for additional instructions and dialogue with parents and/ carers where appropriate	Class Teachers Teaching Assistants	Ongoing	Parents and/ carers have a clear understanding of the expectations for home learning tasks.	Ongoing as needed

