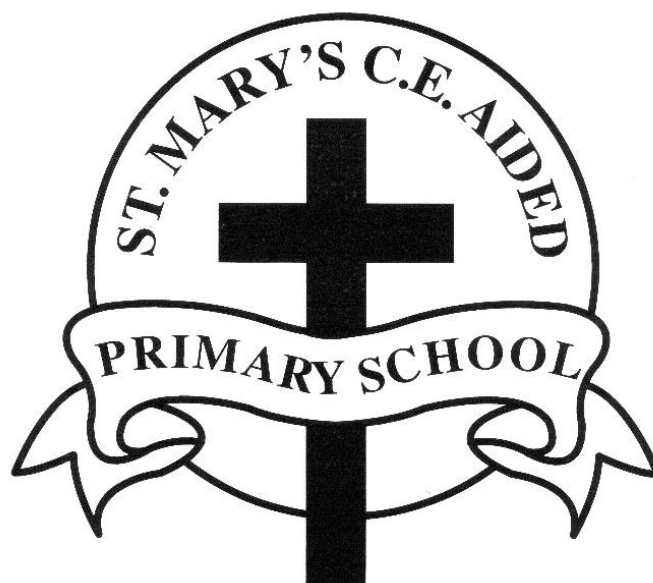




Policy:	Accessability Plan
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Author:	Amanda McGarrigle
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Key changes/notes:
Changes to the policy from the previous policy have been highlighted.

Statutory Requirement:	Yes – Department of Education
Proposed Renewal Cycle:	One year
Proposed annual review authority:	Head Teacher
Policy Section:	Governance

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these.” (Luke 18:16)
This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

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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.

It is our belief that no one will flourish unless we all flourish.

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. Our Health and Safety policy is also covers the accessibility plan. All members of our community have a responsibility to report any health and safety issues to the lead on health and safety. At St Mary's CE Primary School this is the Headteacher, Amanda McGarrigle.

We have included a range of stakeholders in the development of this accessibility plan, including staff, school governors and 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 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.

AIM	CURRENT GOOD PRACTI	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	➤ Differentiated curriculum ➤ Wellbeing support ➤ Targeted resources to support the needs of individual pupils. ➤ Resources that include examples of pupils with disabilities. ➤ Target setting for all pupils. ➤ Enrichment activities during the school day and before/after school. ➤ Pupil voice ➤ TISUK training for all staff ➤ Ongoing SEND training, which meets the needs of current pupils. ➤ Monitoring of progress and achievement. ➤ Strong links with specialist teacher service, Educational Psychologist and SEN Inclusion Advisor ➤	➤ Ensure that all pupils are accessing the enrichment activities they choose. ➤ Ensure that the Nurture Room is used constantly for wellbeing activities. ➤ Ensure that there is a designated time for ELSA in light of the reduced hours of the school FLO. ➤ Ensure staff use emotion coaching techniques and trauma informed approaches where a pupil is dysregulated. ➤ To avoid using IT as reward. ➤ Parents to be aware of the role of the intervention teacher to supporting access to the curriculum and accelerating progress for pupils with SEN or Pupil Premium funding	➤ Monitoring of enrichment activities for pupils with SEND, consulting on their views. ➤ Ensure that the Nurture room is used for nurture and therapeutic activities. ➤ Timetable ELSA. ➤ Classroom monitoring by phase leaders. ➤ SEND parents meetings and provision map updates to provide information.	Headteacher and SENCo SENCo and FLO SENCo Headteacher SENCo	Ongoing May 2027 May 2027 Ongoing May 2027	Pupils with SEND feel able to access enrichment activities. Nurture room is known to children for only nurture activities. ELSA continues for the same number of pupils. All staff share pedagogy and skills in de-escalation and behavior management. Pupils do not spend increased time on laptops or ipads. Shared understanding of the value of the intervention teacher as opposed to a one-to-one TA.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Moveable ramps. - Care suite with hoist. - Disabled parking bay. - Library shelves at low level. - Minibus with wheelchair ramp. - Disabled toilets. - Height adjustable sink for wheelchair use. - Automatic hall door.. - Wider doorways in the new buildings. - Movement and handling training undertaken to use equipment in place. - Yellow lines in place for pupils who are - Sheltered walkway for movement between buildings. - New playground surface for ease of use.	- All pupils to be able to move around the school building with independence. - Play equipment to be available outside to facilitate inclusive play. - To ensure parents are aware that we have movable ramps for easy wheelchair access to the building.	- Hall doors to be serviced. - Painting of yellow lines for visually impaired pupils constantly refreshed. - Replacement glazing with wider doors to the outside. - Playground markings which are inclusive of children with visual and physical disabilities. - Information to be shared in newsletters.	SBM SBM/SENCo SBM/Headteacher SBM/SENCo Office Manager	Ongoing May 2027 May 2027 May 2027 Ongoing	All pupils are able to access the whole site. Staff are aware that the field is difficult to access for pupils with reduced mobility No trip hazards identified for visually impaired pupils. All pupils are able to use the whole site with independence. The playground is as rich an experience for visually impaired pupils as other pupils. Parents able to access the site with ease.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Signage and displays at levels that pupils in wheelchairs can read. • Makaton sign language to support pupils who are non verbal. • A sign of the week to support pupils who are non verbal. • Visuals such as communication boards and PECs for children who are non-verbal • Increased font for pupils with visual disabilities. • Remote learning where pupils are unable to access school for longer periods of time.	• Wider Makaton training • Display boards lowered as replaced • Sign of the week in every class. • Visual resources to support communication visible in every classroom • Increased large signage in the library.	• Training booked • New boards booked when needed • Teachers to deliver this every Friday to all pupils. • Signage to be reviewed annually to ensure all pupil groups can read this.	Headteacher/SENCo SBM Teaching staff Headteacher/SENCo	May 2027 Ongoing May 2027 May 2027	All staff confidently use Makaton. All children are able to access signage and display boards. Children have a working knowledge of sign language. Children are able to communicate their basic needs

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by The Governing Body.

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
- SEND policy
- Supporting pupils with medical conditions policy