



Accessibility Policy and Plan 2025-2028

School Mission Statement

Based upon our belief of Jesus Christ as the Son of God and Saviour of the World, we will give all children a positive experience of Christianity and learning, whilst retaining a respect for other faiths.

We will promote the spiritual, moral, cultural, mental and physical development of all pupils, within a caring, loving, stimulating and nurturing environment, which is firmly based upon Christian values.

All children will receive a wealth of high quality educational experiences through the positive involvement of school, home and St. Mary's Church.

St Mary's CE Primary School Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Mary's CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

5. The action plan for physical accessibility will be audited regularly. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

ST MARYS CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2022-2025

An environmental and accessibility audit was carried out by the Headteacher and SENDCo and a number of recommendations made:

If a pupil with a disability is given a place at St Mary's CE Primary School any reasonable adaptation will be considered to accommodate a pupil's needs.

Improving the physical environment at St Mary's CE Primary School

Target	Strategy	Responsibility	Resources	Timeframe	Achievement
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	HT	Maintenance costs	In place and ongoing	School will be fully accessible to wheelchair users.
Access into and around school and reception will be fully compliant.	Designated disabled parking Wide doors and corridors Clear routes through school	HT	Maintenance costs	In place and ongoing	School will be fully accessible to wheelchair users
Improvements to help the visually impaired	Maintenance of steps, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from specialist teachers where applicable	HT	Costs of material and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas are monitored and maintained.
Improvements to help the hearing impaired	Install hearing loops when necessary Alarm linked to fire alarms	HT	Cost of equipment/installation	Future plan	Learning experiences of pupils with hearing difficulties is enhanced.
Improve signage to indicate access routes around school.	Signs indicate disable parking bay and wheelchair friendly routes around school.	HT	Cost of signs	In place	Disabled people are aware of wheelchair access.
Maintain safe access around the exterior of the school.	Ensure that pathways are kept fully clear of vegetation.	HT	Costs included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school.	Awareness of flooring, furniture and layout in planning for disabled pupils.	HT	Costs of adjustments that need to be made.	In place and ongoing	People with disabilities can move safely around the school.

Improving the Curriculum Access at St Mary's CE Primary School

Target	Strategy	Responsibility	Resources	Timeframe	Achievement
Effective communication and engagement with parents and carers	Termly meetings with parents Annual review for pupils with EHCP's Early help meetings as necessary	HT SENDCo	Time allocated	In place and ongoing	Parents/carers are fully informed about progress and engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils.	Identify appropriate CPD for appropriate members of staff.	HT/SLT/SENDCo	Training time TA time allocated	In place and ongoing	Members of staff will be suitably trained. Pupils achieve their targets. Increased access to the curriculum for all pupils
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff, tutors and specialists Use of digital technology Purchase and allocate other resources as required – e.g. bean bags, wobble boards, ear defenders, pencil grips Ensure specialist equipment (e.g. hearing aids) are checked weekly and seek advice as required.	HT/SLT/SENDCo	Specific apps to support learning on digital devices Other resources required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed via resources and digital technology
All out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	EVC and SLT	Educational visits and PP budget allocations	On-going	All out of school activities are accessible to all SEND pupils.
Adaptations to the curriculum to meet the needs	Pastoral support e.g. Support staff, research led interventions, CANW	SENDCo Class teachers	SALT resources OT/ Sensory resources	In place and ongoing	Needs of all learners met and enabling positive outcomes.

of individual learners	referrals, CFW support, specialist teachers Timetable adaptations Individual physiotherapy/OT programmes Speech and Language therapy programmes Use of access arrangements for national tests and assessments				
Improve educational experiences for visually impaired pupils	Consult sensory team support Use of magnifiers/Braille keyboard/enlarged reading materials etc, as required based on identified needs.	SENDCo	Cost of equipment	In place when required – regular visits from specialist teachers	Teaching aids, whiteboards more easily seen and learning experiences of pupils is enhanced.
Improve educational experiences for hearing impaired pupils	Weekly maintenance and use of radio aids when required. Consider use of hearing loops if required. Consult with the hearing impairment specialist teachers	SENDCo	Installation and cost of equipment	In place when required – regular visits from specialist teachers	Staff will know to maintain/operate hearing technology and the learning experiences of pupils are enhanced.

Improving the delivery of written information at St Mary's CE Primary School

Target	Strategy	Responsibility	Resources	Timeframe	Achievement
Availability of written material in alternative formats	Weekly newsletter emailed to parents/carers Improve availability of information for parents – display leaflets/posters/use of website and social media Key content published on the school website Provide translated documents as required	HT/Office staff	Contact details and cost of translation/adaptation	In place and ongoing	All parents/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairments.	Seek and act on advice from specialist teachers on individual pupil requirements. Use of a magnifier as appropriate. Ensure large, clear font is used in documentation.	HT/SENDCo	Loan/purchase costs of magnifiers and other equipment.	In place and ongoing	Pupils able to access all school documentation

Policy Updated by N Gurman – September 2025

Review date – September 2026