

St Mary's Church of England School



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Accessibility Policy

POLICY: Accessibility Policy

APPROVED BY: Full Governing Body/Headteacher

APPROVED DATE: July 2026

REVIEW DATE: July 2028

This policy is non/statutory and will be reviewed annually/biennially or when required

Our School Vision

St Mary's school vision is to embrace a Christian like way of living, learning and teaching.

As a Church of England primary school, we value and are ambitious for all children and are committed to providing a positive, happy, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

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1. Introduction

St Mary's CE Primary School is committed to ensuring that the school is accessible to staff, pupils, parents/carers and visitors with disabilities. The school aims to ensure that individuals with disabilities are not placed at a disadvantage and that, where possible through reasonable adjustments, the whole school site is accessible to all. The school also aims to ensure that, with reasonable adjustments, all areas of the curriculum are accessible to pupils with disabilities so all curriculum areas are available to all.

The school will work with relevant outside agencies, disabled pupils and their families to ensure that all areas of educational life can be enjoyed and possible barriers to their learning experience are removed.

The school is committed to the review and adaptation of school facilities and the curriculum to meet the needs of individuals. This is tied in with the school's Accessibility Plan.

2. Definitions

This policy complies with the [Equality Act 2010: Schedule 10, Paragraph 3](#), the [Disability Discrimination](#) (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005 and follows guidance from [The Equality Act 2010 and schools \(2014\)](#).

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. The definition can also include hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not itself mean a pupil is disabled. It is the effect on the pupil's ability to carry out normal day- to-day activities that has to be considered.

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. This policy complies with our funding agreement and articles of association.

3. Aims

- Increase access to the **curriculum** for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- Improve and maintain access to the **physical environment** of the schools to include all building works and contingency planning during the upgrades and developments.

- Improve the delivery of communications and **information** for disabled pupils and their families. The information should consider any disabilities that pupils and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs.
- Ensure that staff receive the necessary training and support to ensure that the all needs of the pupils are met.

4. Roles and Responsibilities

Governing Body

The Governing Body will be responsible for the monitoring and approving of the Accessibility Plan before it is implemented.

Headteacher

The Headteacher will be responsible for

- creating an accessibility plan with the intention of improving the schools accessibility, in conjunction with the Governing Body
- ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary
- establishing whether a new pupil has disabilities or medical conditions of which the school should be made aware of – in conjunction with the Admissions Officer and Welfare Officer
- consulting with relevant and reputable experts if challenging situations with regarding pupils with disabilities arise
- work closely with all agencies and stakeholders to effectively create and implement the school's Accessibility Plan

Site Manager

- monitor the Accessibility Plan and work to ensure that reasonable adjustments are made as required in line with the Special Educational Needs and Disability Regulations 2014.
- work with outside agencies to ensure that the school site and buildings are compliant

SENDCo

The SENDCo will work closely with the Governing Body, Headteacher and Site Manager and all stakeholders to ensure pupils will SEND are all appropriately supported. The SENDCo will also liaise with outside agencies to ensure that support is provided.

Staff Members

Staff members will be responsible for:

- acting in accordance with this policy and the Accessibility Plan at all times
- ensuring that their actions do not discriminate against any pupil, parent or colleague
- liaising with the SENDCo and Site Manager should accessibility issues arise which are not covered by the Accessibility Plan
- to ensure that all staff are aware of disabilities – including those hidden, so continuity of care is maintained
- work closely with the SENDCo to adapt learning to suit the needs of all pupils and to ensure accessibility
- work closely with the SENDCo to adapt, update, develop and monitor Individual Education Plans (IEP)/Learning Plans (Provision Maps) with advice sought from outside agencies where appropriate

Staff members will take part in whole school training on equality issues related to the Equality Act 2010.

In adherence to the [Statutory policies for schools and academy trusts \(2019\)](#), the accessibility plan will be:

- reviewed (at least) every three years, or in response to an individual student or member of staff needs with reference to this accessibility plan and the SEND policy and approved by the Governors.
- reported on annually.

This plan should be read in parallel with school's [SEND Policies](#) and SEND Information Reports for the Local Offer.

This policy is in conjunction with the Accessibility Plan, 2026.



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Love. Respect. Peace. Wisdom. Responsibility. Honesty. Forgiveness. Resilience. Perseverance.