

St Mary's Church of England School



Learn. Grow. Achieve. Flourish.

Accessibility Plan 2026-2029

POLICY: Accessibility Plan
APPROVED BY: Full Governing Body
APPROVED DATE: March 2026
REVIEW DATE: March 2029

This policy is reviewed triennial

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)

Aim 1**To ensure all pupils with a disability have access to a broad and balanced curriculum**

Intention	Current good practice	Implementation	Person responsible	Impact
Increase confidence of all staff in identifying students with additional needs and differentiating the curriculum and approach to teaching and learning	- Staff training on a range of SEND is available to all staff. - We use resources tailored to the needs of pupils who require support to access the curriculum. - Our community includes people with disabilities, and we view this diversity as a strength. - Curriculum progress is tracked for all pupils, including those with a disability. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is currently under review and includes SEND considerations.	To continue to share good practice across the school. To involve and share information from visiting professionals who advise on SEND issues. To continue to plan suitable staff training in response to student cohort needs. To support teachers where pupils are having difficulty accessing the curriculum. To include known successful people with SEND within our curriculum.	SENDCo SENCO	Staff confident in supporting SEND children and providing suitable and appropriate differentiation. The curriculum is inclusive to meet the diverse needs of all pupils. Pupils with a SEND are included and have access to a broad and balanced curriculum. Pupils are supported to access all curriculum and extra-curricular areas.

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Ensure classroom support staff have specific training on disability issues	- TAs and LSAs regularly access training on general and specific SEND areas. - Individual training for those who support children with specific needs delivered by appropriate professionals (e.g. OT, Physio, EP, etc.)	To continue with this good practice. Being responsive to the pattern of need within our setting.	SENDCo	LSAs and a growing number of other staff members are confident and effective at supporting children with SEND. Teachers feel supported
Ensure, where possible, that LSAs are deployed according to their specialist areas of expertise to meet the needs of individual students.	LSAs are timetabled to support pupil needs according to their own areas of expertise wherever possible and this is reviewed by SENDCo regularly.	To continue to timetable LSAs where they can offer the most appropriate support and enable students to gain most independence.	SENDCo	Pupils with a SEND receive support that meets their needs so they can achieve in their learning.
Ensure classroom resources meet the needs of specific children	- Current resource provision takes account of pupil needs. - Visual aids support learning.	To continue to renew and purchase appropriate aids as required. Liaise with curriculum lead and SBM to facilitate resources.	SENDCo / Teaching Staff	Resources that are fit for purpose. Attention to class allocated and space.
All educational visits to be accessible to all	All visits have been planned to be accessible for all students.	To continue to ensure that due consideration is made for all students when planning educational visits.	SENDCo / Teaching Staff / SLT	Educational visits to be accessible to all. St Mary's is inclusive.
The PE curriculum is accessible to all pupils with a SEND.	PE curriculum to ensure PE accessible to all.	To continue to monitor and ensure the PE curriculum meets the needs of our pupils. Where PE engagement is not possible as risk is too high, staff will	PE Coordinator & SENDCo	PE is accessible to all and adaptations made where required.

	Alternative roles are given to pupils who cannot take part in contact sports for medical reasons.	seek professional help to engage pupil as much as possible.		
Schemes of work reflect the needs of all pupils and the taught curriculum reflects the needs and requirements of all.	Teachers' planning incorporates specific guidance from SEND Support Plans, external reports and includes support advice and guidelines.	To continue to plan lessons around specific needs and requirements for individual pupils to ensure that their needs are met	Class teachers / Year Leads	Lessons are accessible for all learning Support from SSSN
Pupil attainment is raised for all cohorts including those with SEND	Person centred planning reflects the needs of individual students with SEND and is updated at least three times per year with families and staff involved	To continue to ensure that teachers take responsibility for the learning of all students and make provision for those with a SEND.	SENDCo / SLT / Year Leads / Teaching Staff	All pupils can fulfil their potential and are involved in planning their own support and progress. Data shows improvement in progress and attainment
External agencies offer advice, support, and guidance	Referrals are made as required to outside agencies including but not exclusively EP, Counselling, ASD, and ADHD support, CAMHS, SaLT	To continue to ensure that all students are able to access the curriculum and suitable and relevant support	SENDCo / DSL / Pastoral / Wellbeing Leads	All pupils can access the curriculum and relevant/appropriate support as required
Parents/carers are kept up-to date with the progress of their child	Regular meetings are held with parents/carers as well as regular information pertaining to achievements and attitude to learning	To continue to report to parents on the progress of their child, socially, emotionally, and academically through reports and parent consultations/meetings	SENDCo / Class teachers	Parents are kept informed of the progress of their child and any interventions and support that is in place. Parents are supportive in curriculum teaching and learning for their child.

Aim 2 To improve and maintain access to the physical environment				
Intention	Current good practice	Implementation	Person responsible	Impact
Continually improve access to the car park and school building.	There are good relationships and communication with all stake holders.	Liaise with SBM and Head to bring about improvements to the site.	SENCo	For the school to be easily accessible to all its stakeholders.
	We currently have access for pupils and community members if they have a SEND. Including use of disabled parking	Consider access needs in all parts of the school site.	SLT	Improvements bring about access needs.
	Where building work is happening or due to take place, site access is under review in terms of security and as part of this plan, access is considered.			Clear lines of communication are available for those wanting to access school site.
	Continual monitoring of the school site and buildings to ensure compliance			All new building and access projects are in line with the Equalities Act 2010
Ensure all disabled pupils and members of staff can be safely evacuated. All fire escape routes are accessible	Clear evacuation and emergency planning procedures are in place.	Put in place Personal Emergency Evacuation Plan (PEEP) for all staff and students with physical difficulties. Rehearse the evacuation routes throughout the year.	Assistant Head/ SENDCo / Site Manager	All practices run smoothly with plans in place and adults are clear regarding roles and responsibilities.
	Support Staff and 1:1 staff given clear guidance for how to evacuate safely and support their pupils.		All staff	Pupils are supported and aware of procedures.
	Clear lines of communication between all staff for the review and update of evacuation procedures	Review fire drill procedures. Develop a system to ensure all staff are aware of their individual and collective responsibilities		Evacuation of those with disabilities is in line with individual PEEPs

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Ensure access to classroom resources through suitable adaptation, e.g. hearing and / or visual support, ICT adoptions etc	Adaptations suitable to meet pupil needs are currently available. All year groups, with the exception of Year 6, have a presence on the ground floor. All Flipcharts and PowerPoints to have a blue background	To keep up to date with and use relevant ICT options for use with visually impaired students or those with ASD, ADHD or Dyslexia/Dyspraxia. Review class environments to support those with a SEND so all environments are calm learning spaces.	SENDCo / Teaching Staff	Fully inclusive classrooms for those with SEND.
To respond appropriately to audits of the school site and prioritise from these unless an individual need takes precedence.	Regular Health and Safety walks are carried out by the SLT and the premises staff to ascertain levels of risk, identify improvements and ensure staff and student safety and wellbeing.	To use H&S walks as a planning tool to assess priorities in spending to improve accessibility.	Head / SLT / Site Manager	System for improvement in place and responsive to needs. Every being used more by staff to report H&S concerns.

Aim 3**To improve the delivery of communications and information for disabled students and their families.**

Intention	Current good practice	Implementation	Person responsible	Impact
Review information to parents/carers and the whole school community	Our school uses a range of communication methods to ensure information is accessible. This includes: • Pupils using Laptops and tablets to communicate and record their work. • Large print resources • Makaton/PECS • Use of video to model best practice. • Visual timetables or symbolic representations • Text, email, and website communication with families • Google translator on the new school website	Provide information and letters in clear print in “simple” English. School office or Team Leads will support and help parents to access information and complete school forms. Ensure the website and all documents accessible via the school website can be accessed by the visually impaired. Considerations for translation from English (written and spoken)	Head / SLT / SENDCo	Communication is understood by all stakeholders.
Large print versions or audio recording is available for visually impaired. Braille versions can be provided.	Schools order equipment and papers when required for public exams. Works with outside agencies (Sensory Consortium) to provide learning resources.	When requested or need identified.	Assistant Head/ Assessment Lead SENDCo Staff	Accessible print or format available for these with a visual impairment

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	Website allows the change of font style, size and colour and background colour			
To provide information in other language for pupils or prospective pupils who may have difficulty with hearing or language barriers.	Access to translators where possible. Support in accessing information if translators etc are not available. Translations available on the school website	When requested or SEND needs identified the SENCO will make communication possible.	SENCo and NTE/EAL lead	Supported communication.

Management, Coordination and Implementation

The school has set the following priorities for the implementation of the accessibility plan:

- To ensure that the Accessibility Action Plan is regularly reviewed, evaluated, and updated at least annually.
- Staff/pupils and parents at the school are made aware of the Accessibility plan and refer to it when drafting and reviewing policies; linked policies are listed below.
- The Accessibility Plan will be made available upon request to any current parent or prospective parent who requests it.
- This plan will also be made available to any member of staff or applicant for a post at the school who requests it.
- This plan will be shared with the SLT and will inform relevant aspects of the school's development plan.

Equal Opportunities Statement

This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation

Review date: March 2029.