



"We believe, we achieve, we succeed in God's family"

'With God, all things are possible.' Matthew 19:26

THANKFULNESS • COMMUNITY • COMPASSION • TRUTHFULNESS • COURAGE • FORGIVENESS

St Mary's C of E Primary School

Accessibility Plan 2026-29

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school so that disabled pupils can make full use of the education, benefits, facilities and services provided; and
- improve the availability of accessible information for disabled pupils.

St Mary's C of E Primary School aims to treat all pupils fairly and with respect. We are committed to providing access and opportunities for all pupils without discrimination.

The plan will be made available on the school website, and paper copies will be provided on request. The school is committed to ensuring that staff receive appropriate training in equality matters, including understanding disability and the barriers that disabled pupils may experience.

2. Vision Statement

We endeavour to provide a caring, stimulating and inclusive environment in which every child is challenged to achieve their full potential academically, socially and spiritually. We aim to foster a Christian ethos and develop positive relationships with the Church, our local community and the wider national and international community.

We support the principles of equality, respect and inclusion and are committed to treating people fairly, regardless of race, ethnicity, culture, disability, ability, gender or any other protected characteristic.

3. Equality and Equal Opportunities

All children have equal access and inclusive rights to the curriculum and Religious Education, regardless of gender, race, disability or ability. Learning is planned and differentiated to meet the needs of individuals and groups of pupils.

We are committed to creating a positive climate in which everyone can work free from intimidation, harassment and discrimination and can achieve their full potential. We expect all members of the school community to share this commitment and to reflect it in all aspects of school life, including teaching and learning.

4. Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and reflects Department for Education guidance for schools on equality and accessibility.

The Equality Act 2010 defines a disabled person as someone with a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions.

Schools are required to make reasonable adjustments for disabled pupils where appropriate, in order to reduce or remove substantial disadvantage compared with non-disabled pupils. This may include the provision of auxiliary aids or adjustments to the school premises.

This Accessibility Plan supports the school's funding agreement and articles of association.

5. Accessibility Plan 2026–29

The Local Governing Body (LGB) is accountable for ensuring the implementation, review and reporting of progress against this Accessibility Plan.

The plan has been developed using information available to the school and through consideration of the needs of pupils, parents/carers, staff and the Local Governing Body. It will inform other school planning documents.

Progress against the plan will be reviewed and reported annually. The plan provides a framework for the three-year period from 2026 to 2029 and will be reviewed at the end of this period.

The Accessibility Plan complements and supports the school's Equality Objectives and will be published on the school website.

We are committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents/carers and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

The plan sets out how access will be provided for disabled pupils, staff and visitors within a defined timeframe. The school will anticipate the need for reasonable adjustments where practicable and will amend targets when circumstances or needs change.

6. Key Areas of Accessibility

The Accessibility Plan contains relevant and timely actions to:

- increase access to the curriculum for pupils with disabilities, including teaching and learning, participation in the wider curriculum, after-school clubs, leisure and cultural activities, school visits and the provision of specialist or auxiliary aids and equipment;
- improve access to the physical environment of the school, including physical adaptations and aids that support access to education; and
- improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities, including information provided in alternative or preferred formats.

The plan therefore focuses on three key areas: curriculum access, physical access and the delivery of accessible written information.

Whole-school training will continue to raise awareness among staff and governors of equality issues, disability and their responsibilities under the Equality Act 2010.

7. Related School Policies and Documents

- Equality Objectives
- Trust Equality and Diversity Policy
- Health and Safety Policy, including off-site safety
- Special Educational Needs Policy
- Behaviour Management Policy

- School Development Plan

The physical accessibility elements of this plan relate to the school's access audit. The plan remains the responsibility of the Local Governing Body. It may not be feasible to complete all works during the lifetime of this plan; where necessary, actions will be carried forward into subsequent plans.

An accessibility audit will be completed before the end of the plan period to inform the development of the next Accessibility Plan. Equality Impact Assessments will be undertaken when relevant school policies are reviewed.

The Accessibility Plan will be published on the school website and monitored through Local Governing Body meetings.

8. Improving Curriculum Access

Target	Strategy / Action	Lead / Responsibility	Outcome	Timeframe	Achievement / Success Measure
Revise training for staff in teaching children with specific medical conditions.	Seek advice and support from specialist teachers and relevant medical professionals to improve staff understanding of individual medical needs and appropriate curriculum adaptations.	SENCO Team / Headteacher	Staff have a clear understanding of individual medical needs and how to ensure the curriculum is accessible.	Review annually	Children with medical needs are successfully included in all aspects of school life.
Strengthen staff training in the identification and teaching of children with specific learning difficulties.	SENCO and support staff to access appropriate training. The SENCO will share relevant information and guidance with all staff.	SENCO Team	Staff are familiar with the identification of specific needs and understand how best to support pupils in the classroom.	Ongoing	Children with learning difficulties are successfully included in all aspects of school life.
Ensure all extra-curricular activities are accessible to all pupils.	Review out-of-school provision and activities to ensure that reasonable adjustments are considered and that providers meet relevant requirements.	Headteacher / Staff	Out-of-school activities are planned and delivered in an inclusive environment.	Ongoing	Access to school activities is increased for all pupils.

Ensure appropriate adult support is available for pupils who require it.	Monitor the deployment of learning support staff and ensure appropriate support is available at key times, including lunchtimes and PE lessons.	SENCO Team / Headteacher	Adult support is available when individual pupils need it to participate fully.	Review annually	Pupils who require individual adult support can participate in relevant activities.
Ensure school trips and visits are accessible to all pupils.	Evaluate day visits, residential trips and travel arrangements in light of the needs of pupils attending at the time. Plan reasonable adjustments and additional support where required.	Educational Visits Coordinator / Staff	All pupils are able to participate in school trips and visits.	Ongoing	Pupils who need individual support have access to appropriate support during trips and visits.

9. Improving the Delivery of Written Information

Target	Strategy / Action	Lead / Responsibility	Outcome	Timeframe	Achievement / Success Measure
Provide written information in alternative formats where required.	Maintain awareness of services available through the Local Authority and other appropriate providers for converting written information into alternative formats.	Headteacher / Staff	The school can provide written information in different formats to meet individual needs.	Ongoing	Delivery of information to pupils and parents/carers is improved.
Ensure staff are aware of guidance on accessible formats.	Provide staff with appropriate guidance on dyslexia, accessible information and reasonable adjustments to written communication.	SENCO Team / Headteacher	Staff understand how to make written communication more accessible.	Ongoing	Pupils, parents/carers and adults can access written communication in an appropriate format.
Ensure school signage is accessible where required.	Provide key signage in alternative formats, including braille or other accessible formats where	Headteacher / Premises Lead	Signage around the school is accessible to those who require alternative formats.	Ongoing	Pupils, parents/carers, staff and visitors feel included and supported.

	an individual need has been identified. Consider multilingual signage where appropriate.				
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10. Improving Physical Access

Target	Strategy / Action	Lead / Responsibility	Outcome	Timeframe	Achievement / Success Measure
Ensure school staff are aware of the access needs of pupils, staff, governors, parents/carers and visitors.	Create individual support plans for pupils, as required, to identify and address their specific access and support needs. Make reasonable adjustments where appropriate.	SENCO Team / Headteacher	Individual access and support needs are identified and appropriate adjustments are put in place.	Ongoing	Staff are aware of individual pupils' needs and pupils, staff, governors, parents/carers and visitors have their access needs appropriately met.
Ensure all pupils and staff can be safely evacuated.	Ensure staff are aware of their responsibilities in relation to emergency evacuation and that individual evacuation needs are considered where required.	Headteacher / Health & Safety Lead	All pupils and staff can be safely evacuated from the building.	Ongoing	Pupils and staff can be evacuated safely and successfully in the event of an emergency.
Ensure there is a toilet that can be used safely by a wheelchair user if required.	Keep the accessible toilet clear, safe and free from unnecessary clutter and ensure that access is maintained.	Headteacher / Health & Safety Lead	Wheelchair users can access and use an appropriate toilet safely.	Ongoing	The accessible toilet remains available, clear and safe for those who need it.

11. Monitoring and Review

The Local Governing Body will monitor the implementation of this Accessibility Plan through regular meetings and annual review of progress.

The school will review the effectiveness of actions, consider changes in the needs of pupils and the wider school community, and update targets where necessary.

An accessibility audit will be completed before the end of the 2026–29 plan period and will inform the development of the next plan.

12. Approval and Review

Plan period	2026–2029
Written / reviewed	August 2026
Next review	2029

Date approved by the Local Governing Body: 22.09.2026

Chair of Governors: Robin Taverner