



St Mary's C of E (VA) Primary School

Working together
in an inclusive Christian environment
to allow every pupil to shine brighter and brighter.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect differences.

Accessibility Plan

This policy is GDPR compliant.

Date of issue: March 2022

Last reviewed/adopted: February 2026 (FGB)

Next review date: Spring 2027

Signed: _____

Date: _____

Accessibility Plan 2025-2028

Aims

St Mary's Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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 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 longterm 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. St Mary's Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

St Mary's Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Relationship and Positive Behaviour policy
- School Improvement plan
- Equalities
- Health and Safety
- Administering medicine policy

St Mary's building is fully DDA compliant and in line with building regulations.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving Participation in the Curriculum

AIM

To ensure all pupils, including those with visual impairment, mobility difficulties and allergies, can fully access, engage in and achieve across the curriculum in a safe and inclusive environment.

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to curriculum materials for visually impaired pupils	• Audit curriculum materials for accessibility • Provide large print, high contrast and digital formats • Utilise magnifiers and screen-reading software • Train staff in adapting resources	SENCO ICT Lead Class Teachers	Audit – Autumn Term Year 1 Full implementation – Summer Term Year 2	All required materials available in accessible formats Progress data shows no attainment gap due to access barriers
Ensure safe participation for pupils with allergies	• Maintain up-to-date Individual Healthcare Plans (IHPs) • Risk assess practical lessons (e.g. cooking, science, art) • Provide allergen-aware curriculum planning guidance • Ensure safe storage of medication (e.g. auto-injectors)	SENCO School Nurse Class Teachers	Year 1	No preventable allergy-related incidents All IHPs reviewed annually

Promote emotional wellbeing of pupils with allergies	• Deliver age-appropriate education about allergies to peers • Develop anti-bullying awareness linked to medical needs • Provide pastoral support where anxiety related to allergies is identified	PSHE Lead SENCO DSL	Year 2	Pupils report feeling safe and included Reduction in anxiety-related concerns
Improve participation in practical subjects and trips for pupils with mobility needs	• Adapt PE and outdoor learning activities • Ensure trips are fully accessible and risk assessed • Provide specialist seating or equipment where required	PE Lead Educational Visits Coordinator SENCO	Year 2	Increased participation in clubs and trips Positive pupil and parent feedback
Ensure assessment processes are accessible	• Provide alternative recording methods (scribe, technology, oral responses) • Adjust room layout for mobility access • Provide rest areas if required	Assessment Lead SENCO	Year 1	Pupils complete assessments with appropriate adjustments No disadvantage in outcomes

2. Improving Access to the Physical Environment

AIM

To provide a safe, inclusive and accessible physical environment that meets the needs of pupils with visual impairment, mobility difficulties and allergies.

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve navigation for visually impaired pupils	• Install high-contrast signage • Add clearer stair markings • Improve corridor and classroom lighting • Keep walkways clear of obstructions	Site Manager Headteacher	Year 1–2	Safe independent movement observed No avoidable navigation incidents
Improve access for pupils with mobility difficulties	• Conduct accessibility site audit • Maintain accessible toilet facilities • Provide adjustable-height desks and accessible seating	Site Manager School Business Manager	Audit Year 1 Improvements by Year 3	Full access to key areas of school Positive audit outcome

Improve allergen safety within school premises	• Maintain clear allergen management procedures in dining areas • Maintain allergen signage in kitchen and classrooms • Ensure cleaning protocols minimise cross-contamination • Maintain staff training in emergency response (e.g. EpiPen use)	School Business Manager Catering Lead SENCO	Year 1	All staff trained annually No preventable allergic reactions
Create safe dining and breaktime environments	• Provide designated allergen-aware zones if required • Supervise food sharing prevention • Conduct risk assessments for events and celebrations	Headteacher Lunchtime Supervisors	Year 2	Pupils with allergies report feeling safe at mealtimes Reduction in allergy-related incidents

3. Improve Access and Delivery of Information

AIM

To ensure that information is accessible, clear and available in formats that meet the needs of pupils and families, particularly those with visual impairment or medical needs.

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve accessibility of written communication	• Provide large print versions of letters • Use high contrast formatting • Ensure website meets accessibility standards • Provide screen-reader compatible documents	Office Manager ICT Lead	Year 1	Website accessibility compliance achieved Parents report improved access
Improve communication regarding allergies and medical safety	• Share clear allergen policies with parents annually • Ensure trip letters include allergen safety details • Provide staff with medical needs summary sheets	SENCO Office Staff	Year 1	Parents confident in school's allergy management All medical information up to date

Ensure emergency information is clearly accessible	• Display emergency medical procedures in staff areas • Provide clear labelling of medication storage • Maintain up-to-date medical alert lists	SENCO First Aid Lead	Year 1	Staff demonstrate confidence in emergency response Medical audits show full compliance
Promote inclusive awareness across the school community	• Deliver assemblies on inclusion and medical awareness • Provide staff training on supporting pupils with medical conditions • Review anti-bullying policy to reflect medical needs	Headteacher PSHE Lead	Year 2	Inclusive culture evident in pupil voice surveys No bullying linked to medical needs