



Aspiring, nurturing, flourishing;
together shining a light

"You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven."

Matthew 5:14-16

Friendship

Compassion

Trust

Forgiveness

Courage

Perseverance

Accessibility Policy and Plan 2025 - 2026

Author	Headteacher / SENCo
Approved by	Local Governing Body
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1. Vision and Ethos

At St Mary's, we are committed to ensuring that every child can aspire, be nurtured and flourish, regardless of need or disability. We believe that all members of our community are called to shine their light, and that barriers to learning and participation should be actively removed.

We believe that every individual is uniquely created in the image of God and therefore has inherent dignity, value and worth. This belief underpins our commitment to accessibility and inclusion, ensuring that all pupils, staff and members of our community are able to participate fully and flourish. We aim not only for participation, but for a strong sense of belonging for all pupils within our school community.

Ensuring accessibility is also a key part of safeguarding, enabling all pupils to feel safe, included and supported.

2. Purpose of the Accessibility Plan

This plan aims to:

- Remove barriers to learning and participation
- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment of the school
- Improve the availability and accessibility of information
- Ensure equal access to all aspects of school life, including trips, clubs and wider opportunities
- Promote a culture of inclusion, dignity and respect
- Support all pupils in achieving their full potential

This plan forms part of the School Development Plan and is reviewed in line with school priorities.

3. Legislation and Guidance

This policy meets the requirements of the **Equality Act 2010** and the SEND Code of Practice.

A person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Schools must not unlawfully discriminate against pupils on the basis of protected characteristics, including disability, race, religion or belief, sex or sexual orientation.

The school will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

The Accessibility Plan is reviewed every three years and approved by the Governing Body.

4. Key Areas of Accessibility

We are committed to improving access in four key areas:

4.1 Access to the Curriculum

We ensure that pupils with disabilities have equal access to learning through:

- High-quality, adaptive teaching
- Targeted interventions and support (following a graduated approach)
- Use of specialist resources and equipment
- Inclusion in trips, clubs and wider curriculum opportunities
- Ongoing assessment and personalised provision

We ensure that pupils with disabilities access a broad and ambitious curriculum, and are not disadvantaged or limited in their learning opportunities. Support is carefully planned to promote independence and avoid over-reliance on adult assistance.

4.2 Access to the Physical Environment

We aim to:

- Maintain safe, accessible buildings and grounds
- Provide adaptations such as ramps, handrails and accessible toilets
- Regular audits to identify and remove barriers

4.3 Access to Information

We ensure that information is accessible by:

- Providing materials in alternative formats (e.g. large print, simplified language)
- Supporting families with language or communication needs
- Offering verbal explanations and support where needed

4.4 Digital Accessibility

We recognise the importance of digital inclusion and will:

- Ensure accessibility of online learning platforms
- Provide assistive technology where appropriate
- Support pupils in using devices effectively and safely
- Adapt digital resources to meet individual needs

This includes consideration of both visible and hidden disabilities, such as autism, sensory needs and dyslexia.

5. Roles and Responsibilities

Accessibility is a shared responsibility:

- **Headteacher** – Leads the strategic vision for inclusion and ensures effective implementation
- **SENDCo** – Coordinates provision, assessments and support for pupils with additional needs
- **Staff** – Deliver inclusive teaching and identify barriers
- **Governors** – Monitor impact and hold leaders to account
- **Parents/Carers** – Work in partnership with the school
- **Pupils** – Share their views and contribute to improving accessibility

6. Pupil Voice

Pupil voice is central to our commitment to accessibility and inclusion. We recognise that understanding the lived experiences of pupils is essential in removing barriers and improving provision.

We will:

- Actively seek the views of pupils through discussions, pupil conferencing and SEND reviews
- Involve pupils, where appropriate, in decisions about their support and provision
- Encourage pupils to share what helps them to learn and participate successfully
- Use pupil feedback to inform improvements to teaching, the environment and wider school experiences

This ensures that our approach to accessibility is responsive, inclusive and shaped by those it directly impacts.

7. Monitoring and Evaluation

The impact of this policy will be monitored through:

- Pupil progress and attainment data
- Participation in the wider curriculum (clubs, trips, events)
- Attendance patterns, including analysis for vulnerable groups
- Feedback from pupils, parents and staff
- Review of any accessibility-related concerns or incidents
- Governor monitoring and challenge

Particular attention is given to outcomes for pupils with SEND to ensure equity, progress and the removal of barriers over time.

This ensures that the policy focuses not only on provision, but on impact and outcomes.

8. Working with Others

We work closely with:

- Parents and carers
- Local Authority services
- External professionals (e.g. therapists, advisory teachers)

We also work in partnership with the Local Authority to support accessibility and inclusion.

This ensures a joined-up approach to supporting pupils.

9. Accessibility Action Plan

The school maintains a strategic Accessibility Action Plan which identifies barriers and sets out clear actions to improve access and inclusion across the school.

The plan includes:

- Identified barriers
- Proposed actions
- Costings and priorities
- Timescales for completion
- Named lead responsible for each action
- Intended impact on pupil access, participation and outcomes

The school conducts an annual accessibility audit across curriculum access, physical environment and access to information.

The plan is informed by pupil voice, SEND reviews and ongoing assessment of need.

The plan is reviewed annually by leaders and governors to ensure that actions are implemented effectively and lead to improved access, participation and outcomes for all pupils.

10. Admissions

The school ensures that:

- No pupil is placed at a substantial disadvantage
- Reasonable adjustments are made prior to admission
- All pupils have equal access to opportunities

11. Staff Development

We are committed to:

- Ongoing staff training in equality and inclusion
- Developing staff expertise in adaptive teaching and inclusive practice
- Developing understanding of a wide range of needs
- Ensuring staff are equipped to remove barriers to learning

12. Review

This policy will be reviewed every three years, or sooner if required.

This policy and plan will be published on the school website.

13. Links with Other Policies

This policy should be read alongside:

- SEND Policy
- Equality Statement
- Behaviour Policy
- Health & Safety Policy
- Supporting Pupils with Medical Conditions Policy

Final Statement

At St Mary's, accessibility is not just a legal requirement—it is a reflection of our belief that every individual is valued by God and has the right to learn, participate and flourish. Through this policy, we seek to ensure that all members of our community are able to shine their light fully.

Accessibility Action Plan (2025–2026)

Overview

This Accessibility Action Plan sets out how St Mary’s will improve access to education for pupils, staff and visitors with disabilities.

The plan is structured around three key areas:

- Access to the curriculum
- Access to the physical environment
- Access to information

It is informed by:

- Pupil voice
- SEND reviews and provision mapping
- Accessibility audits
- Feedback from parents, staff and external professionals

This includes recent work through the **PINS (Partnership for Inclusion of Neurodiversity in Schools) project**, which has strengthened inclusive practice, classroom environments and early identification of need across the school.

The plan is reviewed annually and monitored by the Governing Body.

Access to the Physical Environment

Area where access is limited	Action to improve access	Lead	Cost	Priority	Timescale	Intended Impact
Visibility of external steps	Repaint yellow lines annually to highlight steps around school grounds	Site Manager	Ongoing	High	Annual	Improved safety and independence for pupils with visual impairments
Site accessibility in low light	External lighting across the site is being upgraded and reviewed	Site Manager	CIF funding	High	Ongoing	Safer access for pupils, staff and families during darker months
Flooding risks on site	Maintain clearing of drainage (calvert)	Site Team	Low	Medium	Ongoing	Improved safe access to site during adverse weather

Area where access is limited	Action to improve access	Lead	Cost	Priority	Timescale	Intended Impact
Sensory accessibility of classrooms and communal spaces	Implement PINS-informed environmental adaptations including reduced visual clutter, organised classroom zones and sound consideration	SENDCo / SLT	Existing resources	High	2024–2025 (embedded ongoing)	Calmer environments that support focus, wellbeing and independence

Access to the Curriculum

Area where access is limited	Action to improve access	Lead	Cost	Priority	Timescale	Intended Impact
Access to learning for pupils with sensory or additional needs	Use The Hub for targeted 1:1 and small group provision	SENDCo	Existing resources	High	Ongoing	Improved engagement, emotional regulation and learning outcomes
Participation in wider curriculum	Ensure full inclusion in trips, clubs and enrichment opportunities	All staff	N/A	High	Ongoing	Equal access and strong sense of belonging for all pupils
Access to learning for pupils who experience sensory or regulation needs	Implement PINS-informed calm classroom environments, shared routines, visual supports and regulation strategies	SENDCo / SLT	Existing resources	High	2024–2025 (embedded ongoing)	Improved self-regulation, reduced low-level behaviour and increased readiness to learn
Embed consistent high-quality adaptive teaching across the school	Develop and implement a whole-school Ordinarily Available Provision (OAP) framework with staff training and shared strategies	SENDCo / SLT	CPD time	High	2024–2025 (embedded ongoing)	Increased staff confidence, consistent inclusive practice and improved pupil independence and progress
Access to learning for pupils with emotional regulation needs	Develop personalised emotional regulation plans including emotional mappers and consistent strategies	SENDCo / Pastoral Lead	Low	High	Ongoing	Improved emotional awareness, reduced dysregulation and increased participation in learning

Area where access is limited	Action to improve access	Lead	Cost	Priority	Timescale	Intended Impact
Access to the curriculum for visual impairment	<p>Work in partnership with the Visual Impairment Service to ensure appropriate strategies and adaptations are in place for pupils with visual needs.</p> <p>Provide adapted learning materials, including the use of editable PDFs and digital texts, to modify font size, spacing, contrast and layout to support access to reading materials.</p> <p>Ensure classroom resources are appropriately differentiated (e.g. enlarged text, simplified layouts, reduced visual clutter).</p>	SENDCo/ Headeacher/ Teaching staff	High Needs Funding	High	Ongoing	The pupils are able to access learning independently and confidently, with barriers to the curriculum reduced so they can make progress alongside their peers.

Access to Information

Area where access is limited	Action to improve access	Lead	Cost	Priority	Timescale	Intended Impact
Access to school systems and forms	Continue to support families with completion of forms (admissions, lunches, communication platforms)	Office Team	N/A	Medium	Ongoing	Reduced barriers to access and improved engagement
Awareness of available support	Promote SEN Local Offer and hold termly SEND coffee mornings	SENDCo	Low	Medium	Termly	Increased parental engagement and awareness
Access to information for pupils with	Use visual timetables, clear signage, simplified language and consistent	All staff	Existing resources	High	Ongoing	Improved understanding, independence and

Area where access is limited	Action to improve access	Lead	Cost	Priority	Timescale	Intended Impact
communication or processing needs	communication approaches (including PINS strategies)					engagement for pupils

Monitoring and Review

Monitoring Activity	Who	Frequency	Intended Impact
Learning walks and environment audits	SLT / SENDCo	Termly	Ensure consistency and effectiveness of inclusive environments
Pupil voice and SEND reviews	SENDCo / Teachers	Termly	Ensure provision meets pupil needs and removes barriers
Staff voice and CPD review	SLT	Termly	Build staff confidence and consistency in inclusive practice
Progress and attainment data analysis	SLT / SENDCo	Termly	Ensure improved outcomes for pupils with SEND
Governor monitoring	Governors	Annual	Provide challenge and ensure accountability

6. Final Statement

This Accessibility Action Plan reflects St Mary's commitment to ensuring that all members of the school community can access, participate and flourish.

Through careful planning, monitoring and partnership working, we aim to remove barriers and ensure that every individual is supported to shine their light fully.