# St Mary's CE Primary School Accessibility Policy 2026-2027

*The school is committed to anticipating need rather than simply responding to requests for reasonable adjustments. Accessibility is considered as part of all strategic planning, curriculum development, recruitment, procurement and premises improvement.*

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| **Policy:** Accessibility | | |
| **Date of Issue:** October 2026 | **Date of Last Review:** September 2026 | |
| **Next review Date:** September 2027 | | |
| **Headteacher Signature:** D. Holding | **SENDCO Signature:** K. Jones | **IEB Approved:** Yes |

**Aims**

St Mary's CE Primary School is an inclusive school where our values underpin high expectations for everyone.

**One family: school, church, home and community.**

We believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured. Life in all its fullness – John 10:10.
- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do. I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created through social action – on local, national and global levels.

All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of endurance, peace, trust, compassion, forgiveness, and hope.

**Legislation and Guidance**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. IEB are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:
(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

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.

**Definition of Special Educational Needs**

In this policy, *special educational needs* refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having difficulty learning solely because the language or form of language of their home is different from the language in which they will be taught.

Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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. St Mary's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- **Access to the curriculum** by ensuring pupils with disabilities can fully participate in teaching, learning and the wider life of the school, including educational visits, clubs and extracurricular activities. This includes the provision of appropriate support, specialist resources and auxiliary aids where reasonable.
- **Access to the physical environment** by making reasonable adjustments and improvements to buildings, facilities and the school site to enable pupils with disabilities to access education and school life.
- **Access to information** by ensuring written information is available in accessible formats for pupils, parents, carers, staff and visitors with disabilities, enabling them to receive information in ways that meet their individual needs.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and Antibullying Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

## Access to and participation within the curriculum

| Target/Issue | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
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| Continue effective communication and engagement of parents | Inclusion Lead/ SENDco | Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers.<br>Termly review meetings with parents of children with EHCPs. | EHCPs<br>Rooms for meetings<br>Diary dates | 2026-2027 | Continued engagement of of parents |
| Continuing effective communications with nurseries and schools to provide a quality transition. | Class Teachers<br><br>SENDCo | To identify pupils who may need additional to or different provision for September and mid-year intake.<br>SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. | Teacher/SENDCo time | 2026-2027 | Transition for children from nurseries and other schools is smooth and informative with adequate and appropriate resources and provision. |
| Training for staff on increasing access to the curriculum for all learners and removing potential barriers | Headteacher<br><br>Curriculum Lead<br><br>Inclusion Lead/SENDCo | Audit Staff strengths/gaps in knowledge.<br>Internal and external training from outside | Staff meeting<br>TA training<br>SENDCo/Teachers time<br>External agency training | 2026-2027 | Adaptation of the curriculum where needed to ensure children's participation. |

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| | | agencies- Autism support team, Speech and language, EP and OT etc<br>TA training on adapting lessons for their 1:1 pupils.<br>Staff meetings addressing inclusive practice and SEND procedures.<br>SENDCO to do 1:1 sessions with teachers | | | |
| Use appropriate assessment tools and activities for children working pre-key stage | Headteacher<br><br>Curriculum Lead<br><br>Inclusion Lead/SENDCo | Ensure staff are familiar adaptations of the curriculum and assessment of their child. Continue to communicate this highly effectively throughout the year. | SENDCo/Teachers time<br>External agency support | 2026-2027 | Children working pre-key stage will have consistent approaches for assessment and |
| To ensure that the medical needs of all pupils are met fully within the capability of the school | Headteacher<br>Inclusion Lead<br><br>SENDCo | To conduct parent interviews to liaise with external agencies<br>Make relevant referrals to external agencies<br>To identify training needs | Staff meeting<br>TA training | 2026-2027 | All advice acted upon. All pupils' needs are met and they are able to access the curriculum. |
| Appropriate use of specialised equipment to benefit individual pupils and staff | SENDco | Ipads available to support children with difficulties<br>Sloping boards for children with physical disabilities<br>Coloured overlays or coloured paper for children with visual difficulties or dyslexia<br>Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc<br>Purchase Widgit to make resources.<br>Ear defenders | Audit of equipment and needs<br>Staff training<br>Cost of resources | 2026-2027 | SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning |
| Appropriate use of intervention and their success and impact on progress | Headteacher<br><br>Curriculum Lead<br><br>Inclusion Lead/SENDCo | Strategically staff interventions to allow for optimum outcomes for pupils with SEN.<br>Have intervention groups across classes/year groups to give more children opportunities to attend interventions.<br>Improve gross and fine motor skills | Training on new interventions through external professionals<br>Resources required to deliver interventions | 2026-2027 | Progress and attainment of all children is strong |

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| | | interventions.<br>Improve sensory interventions. | | | |
| All children are visible in the curriculum and resources | Curriculum Lead<br><br>Inclusion Lead/SENDCo | Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. | Curriculum resources as needed | 2026-2027 | Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources. |
| Implement new P.E. curriculum and ensure access for all | | Where necessary seek advice from disabled sportsspecialists | | 2026-2027 | All have opportunity to excel insport |
| **Access to the physical environment** | | | | | |
| **Target/Issue** | **Lead** | **Strategy/Action** | **Resources** | **Timescale** | **Success Criteria** |
| Evaluate day and residential trips in light of cohort | Inclusion Lead<br><br>EVC coordinator for school<br><br>SENDCo | Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.<br><br>Pre visits required for residential stays if SEND children are attending. | Risk Assessments<br><br>Time for pre-visit if required | 2026-2027 | All SEND are able to access all trips during their time at St Mary's CE Primary School |
| Ensure all children feel fully safe and involved at playtimes | Headteacher<br><br>Phase leaders<br><br>SENDCo | Staff and children encourage children to join in games<br><br>Staff to report children who may not be involved at playtimes to inclusion lead. | Training for sports Leaders With regular meeting/ identify vulnerable children meeting<br><br>School Council Playtime Buddy system for new children upon induction | 2026-2027 | Children feel safe in school – evidence in survey results from children |
| Maintain safe access round the interior and exterior of the school | Headteacher<br><br>School Site Manager | Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear | Premise meeting minutes<br>Premises walk | 2026-2027 | All areas are safe and clear/ free of risk |
| Ensure access for all SEND children at after school clubs and extended day and reasonable adjustments are made to enable participation | Curriculum Lead for Enrichment and Enhancements<br><br>SENDCo | Audit SEND children use of clubs and extended services<br>Risk assessments are put in place if needed<br>SEND after school clubs available- lunch and after school | Registers of clubs and extended day - risk assessments | 2026-2027 | Increased access of SEND children at after school clubs and extended successfully and happily with the correct support if required |

| Access and delivery of written information | | | | | |
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| **Target/Issue** | **Lead** | **Strategy/Action** | **Resources** | **Timescale** | **Success Criteria** |
| Review essential communication with parents/carers to ensureit is accessible for all | Headteacher<br><br>SENDCo | School office to support and help parents/carers access information and complete forms Use of 'user friendly' provision maps and review formats Keep language used in letters, etc, free of jargonand to the point | Review identifies areas of improvement whichare then to be put in place asap | 2026-2027 | All parents/carers both receiveand give information in a formthey can access |
| Make school newsletters/brochures, etc available in alternative formats using Dojo | Inclusion Lead<br><br>Headteacher<br><br>SENDco | Review all current school publications and promote availability in differentformats for those who require it | Within 4 weeks of identification | 2026-2027 | School information available to all |
| Check documentationis in place to ensure accessibility for children with visual impairment | Inclusion Lead<br><br>SENDco<br><br>Bury LA Visually Impaired | If necessary, seek advicefrom LA support panels | | 2026-2027 | All requisite school documentation is in place |
| Review communicationsystem to ensure all staff supporting children with disabilities | Headteacher<br><br>SENDco | Check systems<br>Ensure relevant resourcesare accessible<br>Ensure all staff working | All staff working with individuals are clear in respect of learning needs and how to overcome any barriers to learning | 2026-2027 | Any issues identifiedto be addressed asap |
| The school is aware of the access needs of disabled children, staff, IEB and visitors | Inclusion Lead<br><br>SENDco<br><br>Headteacher | Create access plans identifying where improvements are required<br>Consider access requirements during recruitment process | Access plans will determine and schedule any work required | 2026-2027 | Parents are able to access all activities<br><br>Access issues do not influence recruitment and retention |
| Layout of school to be given due consideration when placing children | Headteacher<br><br>SENDCo<br><br>School Site Manager | Where necessary, accommodation made to ensure children have full access to the curriculum | To be completed asand when necessary | 2026-2027 | Children are not disadvantaged as the result of a disability |
| Review signage for visually impaired | Headteacher<br><br>SENDCo<br><br>School Site Manager | If necessary, make relevantalterations | Any alterations to bein place by end of Spring term | 2026-2027 | School site is suitable for the visually impaired |
| Ensure safe evacuation of all | Headteacher<br><br>SENDCo<br><br>School Site Manager | Put in place Personal Emergency Evacuation Plans where appropriate | As required | 2026-2027 | All disabled children, staff and visitors are safe in the event of a fire |

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| Ensure hearing equipment is in place related to need | Headteacher<br><br>SENDCo | Where necessary seekadvice from Hearing Impaired Service<br>All children who require it have access to the necessary equipment | As required | 2026-2027 | All children, staff and visitors with a hearing impairment are able to access hearing equipment. |

NB: Reasonable adjustments or amendments can be made to this policy at any time, subject to the Headteacher's discretion.