



September 2026

Accessibility Plan

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1. Aims

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

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Mary's we strive to ensure all pupils, regardless of age, gender, ethnicity, religion, attainment, need or disability, are able to access the curriculum, environment and wider school community. We want our pupils with disability to thrive and be celebrated alongside their peers.

The plan will be made available online on the school website, and paper copies are available upon request from the school office.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We currently work with physical and sensory support, physiotherapy, occupational therapy, moving and handling and care and independence to meet the needs of our pupils with a disability.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors, pupils and parents/carers.

2. 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 long-term 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.

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils which becomes more personalised as need requires.	To receive support from physiotherapist and physical and sensory support to ensure PE sessions are appropriate for certain pupils and receive recommendations for adaptation	Arrange dates with the relevant services for them to observe our children with a disability and purchase any additional equipment needed e.g. high contrast ball	SENDCo, Teachers, Class Teachers	Spring 2026	1. Services will support us in improving access to PE and Games sessions
	We use resources tailored to the needs of pupils who require support to access the curriculum.					2. Children will enjoy these sessions and feel a sense of achievement from taking part
	Curriculum progress is tracked for all pupils, including those with a disability and targets are set where appropriate.					
	The curriculum is reviewed regularly to ensure it meets the needs of all pupils.					
Increase access to the curriculum for pupils with a disability	Consideration is taken when covering topics that may be sensitive to pupils with a disability.	For more children with disability to take part in clubs and school shows/events where they would like to	Ensure pupils are aware that they can take part in the clubs and school shows/events. Encourage them to sign up/audition. Provide support for them to be able to access all aspects	Club Leaders, Teaching Assistants, SENDCo	Autumn 2026	1. Ensure all staff running clubs/extra-curricular activities advertise with the message that all are welcome
	Our PE co-coordinator supports the SENDCo and teachers in adapting PE/games lessons, sports day and extra-curricular activities to include all pupils in the best possible way.					2. Ask support staff and teachers to encourage our children with disability to join clubs that relate to the child's interest
						3. SENDCo to talk to club staff about the child's disability and how to meet their needs and include them effectively
	We use the expertise of outside agencies such as Physical and Sensory Support, specialist speech and language therapist for AAC, physiotherapy, occupational therapy, Strategic Risk Management.					1. Find and book training
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes ramps, platform risers, corridor and door width, disabled parking bays, disabled toilets and changing facilities, resources at a wheelchair accessible height hoist systems in classrooms and a disabled access toilet.	To have training from PSS/Psychio/OT/Movign and Handling on specialist equipment/transfers	Training to be sought and booked for appropriate staff	SENDCo	Autumn 2026	2. Find time to put training into practice
		Adaptations to classrooms and wider school where needed e.g. entry and exit points, yellow lines renewed, closer on toilet door slowed down to give more time for children to pass through	Discussion with School Business Manager following site visit from PSS	Inclusion Lead, SENDCo, Premises Team	Autumn 2026	3. Disseminate training to other staff working with pupils to build their ability and confidence
						1. Agreement to install
						2. Fence installation booked in for Summer 2026 so in place for Sept 2026
Improve the delivery of information to pupils with a disability	Our school uses the following communication methods to ensure information is accessible. This includes: large print resources, pictorial or symbolic representations, desk slants, PECS, access to technology and software e.g. Clicker.	To develop the use of Clicker for pupils with physical disability.	Staff trained by Physical and Sensory Support Service.	Inclusion Lead, SENDCo, Class Teachers & Teaching Assistants	Autumn 2026	1. Find out if possible
						2. Discuss options and costs
						3. Plan in work over summer
						4. Complete work and check by Inclusion Team
Improve the delivery of information to pupils with a disability	Our school uses the following communication methods to ensure information is accessible. This includes: large print resources, pictorial or symbolic representations, desk slants, PECS, access to technology and software e.g. Clicker.	To develop the use of Clicker for pupils with physical disability.	Staff trained by Physical and Sensory Support Service.	Inclusion Lead, SENDCo, Class Teachers & Teaching Assistants	Autumn 2026	5. Review and update where needed
						1. Arrange training dates
						2. Service to provide specific guidance for individual pupils.
						3. Implement and monitor impact
Improve the delivery of information to pupils with a disability	Our school uses the following communication methods to ensure information is accessible. This includes: large print resources, pictorial or symbolic representations, desk slants, PECS, access to technology and software e.g. Clicker.	To develop the use of Clicker for pupils with physical disability.	Staff trained by Physical and Sensory Support Service.	Inclusion Lead, SENDCo, Class Teachers & Teaching Assistants	Autumn 2026	4. Ensure training is shared with wider staff especially at transition points



4. Monitoring arrangements

This document will be reviewed every year 3, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body