

ST MARY'S CE (A) FIRST SCHOOL ACCESSIBILITY POLICY 2025-26

*"Our Vision is to provide the best opportunities to become life-long learners.
Our Christian values rooted in the Good Samaritan recognise everyone is loved by God.
Our ethos is to show love and respect - to ourselves, each other and God's creation"*

Philosophy

St Mary's CE(A) First 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 can. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. The Christian ethos of love and respect is an inclusive one.

This Accessibility Plan is drawn up in accordance with the Equality Act 2010 and the SEND Code of Practice. It sets out how St Mary's aims to ensure that all pupils, including those with SEN disabilities and complex learning needs, those in receipt of Pupil Premium, those who are Looked After and those under Social Care (CP/CIN) can access and participate fully in school life.

Aims

St Mary's is committed to creating an inclusive environment that promotes equality of opportunity, fosters respect, and values diversity. We aim to remove barriers to learning and participation, ensuring that all pupils can thrive academically, socially, and emotionally.

Legally, this plan complies with:

- Equality Act 2010 - to prevent discrimination against disabled people in education.
- Children & Families Act 2014 - requiring schools to support children with SEND.
- SEND Code of Practice: 0-25 years (2015, updated 2020) - providing statutory guidance.
- The School Admissions Code - ensuring non-discriminatory admission practices.

The core aims of the plan are to:

- Increase access to the curriculum for pupils with SEND and Disabilities.
- Improve the physical environment to increase access.
- Improve the availability of accessible information for pupils and parents.

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at St Mary's, is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with additional needs and/or disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and medical information updated	HT SENCo	SEND register reflects current cohort and is updated regularly. Medical register and Care Plans are up to date. SEND and medical needs are clearly identified with class teachers and TAs. Meet parents/carers termly to maintain/update plans.	SEND register Care Plans LPs EHCPs Behaviour Plans	Autumn 2025	SEND and medical records are up to date. Teachers and TAs are aware of the needs of the children in their class.
Effective communication and engagement of parents	HT SENCo SLT	Introductory meetings in September for all children, termly meetings for SEND children and parents.	Up to date LPs. Meeting schedule in the diary.	On going	Increased engagement of parents
Effective communication with nursery and middle schools to provide quality transition	EYFS teacher SENCo	Identify pupils who may need adaptive provision in their new class. SENCo & HT to engage with SEND Hub, networking with local settings.	HT/SENCo time EYFS teacher time	On going	Smooth transition for nursery/EYFS and Year 4. Adequate and appropriate provision in place.

Training for staff on increasing access to the curriculum for all learners and removing potential barriers	HT SLT SENCo	Audit strengths and gaps Internal and external training from outside agencies - AIT, SALT, EP, OT etc. Staff training on adaptive practise using AI Staff meetings to address inclusive practice and SEND procedures. SENCo Supervision for teachers/TAs every half term.	Staff Meetings Staff training costs SENCo time Teacher/TA time	2025-26	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.
Appropriate assessment tools and provision for children working pre-key stage and within the engagement model.	SENCo HT	Develop staff knowledge of assessment with Cherry Tree Branch Maps. Use other professionals to find adaptations which support the children in the current cohort. Attend SEND Hub to liaise with staff from other schools, and magpie ideas.	SENCo Teacher time Cherry Tree Branch Maps	2025-26	Children working pre-keystage will have a consistent approach for assessment and planning via Cherry Tree.
Medical needs of all pupils are fully met within the capability of the school	HT Class Teacher	Parent meetings Liaise with external agencies and make relevant referrals. Identify training needs.	Staff meeting TA training as appropriate.	Autumn 2025, and on-going.	All advice is acted upon. Pupils' needs are met and they can access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils	SENCo Teachers	Additional support resources, as recommended by professionals will be available - sloping boards, wobble cushions, therabands, ipads, coloured overlays/paper, weighted blankets, pencil grips, fidget tools, chew tools, PECS, Coreboards, visual timetables, now&next boards Monitor and observe use of resources.	Audit of resources and needs. Staff training Cost of resources.	2025-26	SEND children have appropriate resources to support their learning and remove barriers.
Appropriate use of intervention and their success and impact on progress.	SENCo Teachers	Track intervention success through ipad trackers, intervention trackers and through observations Ensure all children who need intervention can access it. Improve sensory interventions Improve gross and fine motor interventions.	Trackers Training to improve staff confidence in delivering intervention Resources	2025-26	Progress and attainment of all children improves, including SEND.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate trips and visits, considering current cohort to its full extent.	Deputy Head for Inclusion SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children can access the trip/visit. Pre visits required for all new trips/visits.	-Risk Assessments -Time for pre visit if required	On going	All SEND children are able to access all trips, with appropriate support if required.
Ensure all children feel safe and involved at playtimes	All staff SENCo	Buddies/Sports Leaders to encourage children to join in games at playtime. Staff on playtime duty to report children to their class teacher, who may not be involved, so they can be supported appropriately.	Training for playground staff. Buddy system for new children	On going	Children feel safe in school - evidence from pupil voice.
Maintain safe access round the interior and	HT SENCo	Ensure all areas are safe and clear, to ensure children are safe. Corridors, communal spaces and cupboard tops	Premises meeting minutes	On going Premises	There is safe access throughout the school. No accidents

exterior of the school.	Premises Team	are clear and tidy. Communication with parents through newsletter and communication tool. Playground safety is monitored, and carpark safety.	Premise walk	walk - Sept 25	or near misses on the carpark.
Ensure access for all SEND children at After School Clubs and WrapAround.	Extended service manager Deputy head	Audit SEND children's use of clubs and WrapAround. Risk assessments put in place if needed. Reasonable adjustments are made to enable participation	Registers of clubs and WrapAround Risk assessments	On going	Access of SEND children at After school clubs and WrapAround successfully and happily with the correct support if required

3. Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	HT Office staff	Ensure documents are accessible to everyone using commonly known vocabulary. Office staff to be aware of parents who may need support in accessing materials and assisting with this.	Office time HT time	On going	All parents will be able to be aware of what is happening at school via the website, newsletter and online communication tool.
Ensure written materials are available in alternative formats.	HT Office manager	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time HT time	On going	Parents can access all information
Improve use of pictorial communication systems (Widgit, PECS, Core Boards, visual timetables, now&next boards)	HT SENCo All staff	Research Widgit to see if it will improve picture communication support. Use visual classroom resources (eg.word mats, visual timetables, social stories, now&next boards).	Training time to use additional visual support tools with SEND children who need them.	Autumn 2025	All school staff have a confident awareness of disabilities of children in their class.

Monitoring

- The Accessibility Plan will be monitored by the Governing Body annually.
- Reviewed as part of the School Development Plan.
- Feedback from pupils, parents, and staff will inform future planning.
- Evaluated against success criteria and adjusted based on impact.

Key Roles & Responsibilities

- Governing Body:** Oversight and policy approval.
- Headteacher:** Strategic leadership and implementation.
- SENCo:** Operational leadership on SEND/accessibility.
- Class Teachers and TAs:** Daily inclusive practice and monitoring of impact.

Policy created June 2025 and agreed by Governors.

Next review: June 2026