



St Mary's CE Primary School

"Nurturing Success"

Accessibility Plan: 2024- 2027

At St Mary's, we are committed to nurturing every child (and every adult) as a unique individual to be the best that they can be, within a safe, friendly and welcoming community rooted in Christian values. Our vision is to provide an education of the highest quality through a rich, broad and balanced curriculum which focuses on the development of the whole person. We want children to develop as happy, confident and articulate individuals who will love learning throughout their lives.

Our Accessibility Plan is shaped by our vision which seeks to promote and celebrate all that is good and unique in every individual within our community. As it says in Philippians 4:

Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.

Our school Christian values of friendship, respect, trust, hope, wisdom and perseverance are at the heart of our positive and nurturing approach and underpin our relationships with others and our practice.

As a Church of England School, the belief that each person is created in God's image is accepted and the uniqueness of the individual celebrated. We are committed to developing the children as global citizens, welcoming diversity and celebrating difference and we treat each other with dignity and respect. This plan is supportive of these beliefs and everything we do is underpinned by our belief that everyone should be able to flourish in our caring school.

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds 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 Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

St Mary's CE Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. St Mary's CE Primary School will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2027.

Area for improvement	Actions to take	Resources	Responsibility	Timescale	Measurable impact	Monitoring and evaluation
To liaise with pre-school providers to plan for potential new intake each September	To identify pupils who may need additional to or different provision for the September intake	Time including release time for EYFS teaching team	AHT Inclusion AHT Teaching and Learning EYFS Teachers Headteacher	Ongoing	Transition for children from Nursery provision into school is smooth with adequate and appropriate resources and provision	Monitoring from SLT to include learning walks and discussions with staff and parents/carers
To ensure that the medical needs of all pupils are met fully within the capability of the school	Update the Supporting Pupils with Medical Conditions Policy Ensure updated policy is shared with stakeholders Information collected about new children and shared with	Training and time	AHT Inclusion Headteacher	Policy updated and shared with stakeholders by the end of the academic year 2024-2025 (when new LA policy has been produced) Ongoing	Staff will be fully informed of the needs of individual pupils. Appropriate support in place for all pupils with disabilities and medical conditions.	Review policy annually Annual monitoring and update of care plans monitored by designated first aider/senior admin officer and overseen by the AHT Inclusion

	<p>relevant staff Medical forms updated annually for all children Ensure all staff and children with disabilities have care plans in place if required Records passed up to each class teacher Information sharing through end of year class teacher meetings Annual reviews SEN Support Plan meetings Significant Health Problems – ensure children’s photos and individual files are displayed in the medical room (remove for children who leave the school)</p>					
School record systems for pupils with medical conditions to be	Record keeping system to be maintained and reviewed	Time	AHT Inclusion Headteacher Senior Administrative	Continual review and improvement	Records will be fit for purpose and readily accessible to relevant staff	Annual monitoring by the AHT Inclusion

maintained and reviewed and improved where necessary			Office/Designated First Aider			
To continue improving the physical environment of the school	Take into account the needs of the pupils, staff and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Capital funding	Governing Body Headteacher AHT Inclusion School Business Manager	Ongoing	Access to all parts of the school site will be suitable for disabled pupils (including wheelchair users)	Access considered as part of termly Health and Safety checks Finance, Safety and Resources Governor Committee Meetings
To ensure full access to the curriculum for all children	CPD for staff involving outside agencies where necessary Providing a differentiated curriculum as necessary with appropriate resources	Time Equipment Specialised equipment Furniture	AHT Inclusion Headteacher Teaching staff	Ongoing	Advice taken from specialist teaching services and strategies evident in classroom practice	Monitoring by the AHT Inclusion Progress and Achievement Governor meetings

	Multimedia activities Use of interactive ICT equipment Specific equipment sourced from specialist teaching services.					
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