



St Mary's C of E Primary School, Fownhope

Walking together in the Fruit of the Spirit

Accessibility Plan 2026 - 2029

At St Mary's C of E Primary School, Fownhope, we have high ambitions for all pupils and expect every child to participate fully and achieve across all aspects of school life. We are committed to equality of opportunity and to being a fully inclusive school, where every member of the community is valued and supported.

We believe a rich education is about more than learning to read, write and calculate; it is about enabling each child to grow into their full potential as inquisitive, well-balanced and confident individuals. Rooted in our Christian vision, we nurture children to live out the 'fruit of the Spirit'—"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22–23)—so that they flourish both academically and personally.

At St Mary's, this commitment to inclusion and personal development is reflected in the way children grow in mind, body and spirit, build positive relationships, and develop a faith that can sustain them in a rapidly changing world. This accessibility plan supports that vision by outlining how we meet the needs of disabled pupils, parents and visitors in line with the Special Educational Needs and Disabilities Code of Practice (2014). The plan is reviewed by the Governing Body every three years.

Definitions of SEND

'A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(Special Educational Needs and Disabilities (SEND) code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions and local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014) The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Behaviour Policy.
4. The Special Educational Needs policy.
5. The School Offer.
6. The basic access audit.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty, but they must publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for disabled pupils, including current and prospective pupils, and supports access for staff, parents, carers, governors, visitors and other members of the school community where relevant.

Improving Curriculum Access at St. Mary's, Fownhope

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after school activities, leisure, sporting and cultural activities or school visits.

Improving The Accessibility of Information at St. Mary's, Fownhope

This covers planning to make written information normally provided by the school to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale.

Improving The Physical Access at St Mary's, Fownhope

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings. The Local Authority Audit rates St Mary's as 2 in terms of physical accessibility – the school will meet the needs of most disabled pupils: all standards met including all curriculum areas accessible (may be achieved by timetabling).

Improving Curriculum Access at St. Mary's, Fownhope

<u>Target</u>	<u>Task</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Monitoring</u>
Improve adaptive teaching to ensure all pupils can access the curriculum	Provide whole-staff CPD on adaptive teaching strategies (e.g. scaffolding, use of visuals, chunking learning, flexible grouping) and ensure these are consistently embedded in classroom practice.	Ongoing 2026-2029	SENCO	Headteacher and governors
Increase availability and use of accessible curriculum resources	Audit and develop classroom resources to support access for all learners (e.g. visual timetables, dual-coded materials, assistive technology, dyslexia-friendly texts). Ensure all classes have a core set of inclusive resources.	Ongoing 2026 – 2029	SENCO	Headteacher and governors
Strengthen provision for pupils with SEND through targeted support and early identification	Refine assessment and identification processes and ensure targeted interventions are matched closely to pupils' needs, with regular review of impact on curriculum access and progress.	Ongoing 2026 – 2029	SENCO	Headteacher and governors
Enhance pupil voice and parental engagement to support access to learning	Develop structured opportunities for pupils and parents (particularly those with SEND or disabilities) to share views on barriers to learning and inform provision (e.g. surveys, meetings, review sessions).	Systems established by summer term 2026; ongoing thereafter with termly feedback.	SENCO	Headteacher and governors
Ensure all pupils can access educational visits and extracurricular activities	Audit and review the planning and delivery of school trips and extracurricular clubs to ensure they are accessible to all pupils, including those with SEND, disabilities, EAL and additional needs. This will include identifying and implementing reasonable adjustments in advance (e.g. staffing support, adaptations to activities, transport considerations, communication with families in accessible formats, and consideration of sensory, medical or physical needs).	Ongoing	SENCO	Headteacher and governors

	Participation will be monitored to identify and address any barriers to inclusion.			
--	--	--	--	--

Improving The Accessibility of Information at St. Mary's, Fownhope

<u>Target</u>	<u>Task</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Monitoring</u>
Develop a clear understanding of the communication and accessibility needs of pupils and families	Audit the needs of pupils, parents and carers (including EAL, visual impairment, neurodivergence and literacy needs) through surveys, admission data and review meetings. Use this information to inform communication approaches.	Audit completed annually	SENCO	Headteacher and governors
Ensure all written communication is accessible and inclusive	Review and adapt school communications (letters, policies, website content) to ensure they are clear and accessible, including the use of plain English, consistent formatting, dyslexia-friendly fonts, and visual supports where appropriate.	Review completed annually	SENCO	Headteacher and governors
Improve access to information for families with EAL and additional needs	Ensure key communications can be translated or interpreted where needed (e.g. through digital translation tools or support services), and provide alternative formats such as large print, audio versions or simplified summaries when required.	Systems in place Spring 2026 and reviewed annually	SENCO	Headteachers and governors
Provide flexible communication methods to meet a range of needs	Offer information through a range of formats (e.g. digital platforms, paper copies on request, face-to-face meetings, visual guides) to support accessibility for all families, including those who may find digital-only communication a barrier.	Ongoing, with review of effectiveness in summer term 2026.	SENCO	Headteacher and governors

Improving The Physical Access at St Mary's, Fownhope

<u>Target</u>	<u>Task</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Monitoring</u>
Improve accessibility of hygiene and toileting facilities	Review current hygiene and toileting provision to ensure facilities are fully accessible, appropriately equipped and effectively used to meet the needs of pupils who require them.	Completed by Summer term 2026, with ongoing monitoring.	SENCO and headteacher	Governors
Maintain and improve safe physical access	Audit and address areas of the school site that may present barriers, including stepped areas in the	Audit complete by end summer term 2026 and	SENCO and head teacher	Governors

across the school site	playground. Ensure edges are clearly marked (e.g. high-contrast paint) and surfaces are well maintained to support pupils and visitors, including those with visual impairments.	improvements implemented as required		
Develop provision to support pupils with sensory needs	Review and enhance the physical environment to support sensory regulation (e.g. quiet spaces, calming areas, appropriate classroom adaptations) to ensure accessibility for neurodivergent pupils.	Initial review by summer term 2026; developments ongoing.	SENCO	Head teacher and governors
Establish a clear understanding of physical accessibility needs	Audit the physical access needs of current and prospective pupils, staff and visitors, including mobility, visual and sensory needs, and use this information to inform future site developments and reasonable adjustments.	Audit complete by end summer term 2026 and improvements implemented as required	SENCO and Headteacher	Governors

This plan was written on 4th April 2026

This plan was provisionally approved by the Governing Body on 16th June 2026.

Review Date: Summer 2029