



ACCESSIBILITY PLAN

ACADEMIC YEAR 2026-2029

HEADTEACHER: MR K RONDEAU

LOVING, GROWING and SUCCEEDING TOGETHER

VISION

At St Mark's C of E Primary School, we are committed to creating a fully inclusive learning environment where every member of our school community is welcomed, valued and enabled to flourish. Guided by our Christian values, we are dedicated to removing barriers to learning, participation and achievement so that pupils with disabilities can access the same opportunities as their peers and fulfil their potential.

We believe that inclusion is everyone's responsibility. Through proactive planning, reasonable adjustments, high-quality teaching and effective partnership working, we will promote independence, participation, belonging and equality of opportunity for all pupils. We recognise and celebrate diversity and strive to ensure that every child can participate fully in all aspects of school life, including the curriculum, wider opportunities, physical environment and social experiences.

This Accessibility Plan reflects our commitment to continuous improvement and supports our vision that all pupils, regardless of need or disability, are known, valued and empowered to succeed.

AIMS

This Accessibility Plan sets out how St Mark's C of E Primary School will continue to improve access to education and school life for pupils, staff, parents, carers and visitors with disabilities over the period September 2026 to August 2029.

The plan has been developed in accordance with the requirements of the Equality Act 2010 and aims to ensure that disabled pupils are not disadvantaged and are able to participate fully in school life. It should be read alongside the school's SEND Information Report, SEND Policy, Equality Information and Objectives, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and other relevant school policies.

Under Schedule 10 of the Equality Act 2010, schools are required to produce and implement an Accessibility Plan which addresses three key areas:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services.
3. Improving the availability of accessible information for disabled pupils and their families.

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At St Mark's, accessibility is considered through our graduated approach to SEND support and forms part of ongoing school improvement planning. Accessibility considerations are reviewed through the Assess-Plan-Do-Review cycle, SEND Support Plan reviews, Education, Health and Care Plan (EHCP) annual reviews, transition planning, risk assessments and partnership work with families and external professionals.

The school is committed to:

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering positive relationships and inclusion.
- Making reasonable adjustments for disabled pupils, staff and visitors.
- Promoting independence and participation.
- Listening to and acting upon the views of pupils and families.
- Continuously reviewing and improving accessibility across all areas of school life.
- The Headteacher, SENCo, Governing Board and all staff share responsibility for implementing this plan. Progress towards the objectives will be reviewed annually, with findings reported to governors and used to inform future priorities.

Accessibility is an ongoing process rather than a fixed outcome. Through the implementation of this plan, St Mark's C of E Primary School aims to create an environment where barriers are anticipated, inclusion is embedded and all members of our community can access, participate in and benefit fully from school life.

CURRENT ACCESSIBILITY POSITION (2026)

Curriculum

- Adaptive teaching embedded throughout school.
- SEND pupils make progress from individual starting points.

Environment

- Accessible parking.
- Accessible toilet facilities.

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- Step-free access to key areas.

Information

- Visual supports.
- Individual communication systems.
- Website accessibility monitored.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase Access to the Curriculum for Pupils with Disabilities	• We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils	Increase access to the curriculum for pupils with a disability	Conduct annual curriculum accessibility audits across all subjects. Review SEND Support Plans and EHCP provision maps termly to identify barriers to learning. Increase the use of assistive technology where appropriate. Provide annual staff training on adaptive teaching, disability awareness and inclusive practice. Ensure disability is positively represented within PSHE, RE, literacy and wider curriculum resources. Include accessibility considerations within all educational visits and enrichment planning.	HT SENCo AHT PSHE LEADER	• Curriculum audits demonstrate reduced barriers to participation. • Lesson observations show effective adaptive teaching across all classes. • Pupils with disabilities participate fully in classroom learning and enrichment opportunities. • Staff confidence in supporting pupils with disabilities increases through annual training evaluations.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve the Physical Environment of the School	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height	Ensure the physical environment enables pupils, staff and visitors with disabilities to access facilities independently, safely and with dignity.	Complete an annual accessibility audit of the site. Review evacuation procedures and Personal Emergency Evacuation Plans (PEEPs). Improve accessibility of key learning spaces, including the library and intervention areas. Review signage throughout the school and ensure it supports accessibility. Consider accessibility requirements during any building, refurbishment or redevelopment projects. Maintain accessible toilets, changing facilities and step-	SITE MANAGER HT SENCO	• Annual audits identify and address accessibility barriers. • All disabled pupils can access learning spaces relevant to their provision. • Emergency evacuation arrangements meet the needs of all disabled users. • Governors receive annual reports on accessibility improvements.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve Access to Information	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Ensure information is available in formats that meet the needs of pupils, parents, carers and visitors with disabilities.	• Review communication needs of pupils through SEND Learning Plans and EHCP reviews. • Provide information in alternative formats where required. • Extend the use of visual support, symbols and communication aids. • Ensure the school website is reviewed annually for accessibility. • Train staff in communication approaches appropriate to identified needs.	SENCo	• Information is routinely adapted to meet identified needs. • Pupils can access learning materials through appropriate communication methods. • Parent feedback indicates that information is accessible and understandable. • Website accessibility issues are identified and addressed.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve Access to Extra-Curricular Activities and Educational Visits	The school has increased its offer of extra-curricular activities within and outside of the school day.	Ensure pupils with disabilities can participate fully in wider school life.	• Audit all clubs, enrichment opportunities and trips annually. • Consider accessibility during educational visit risk assessments. • Identify and remove barriers to participation. • Monitor participation • rates of pupils with disabilities.	SENCo & Curriculum Leader	• Participation rates demonstrate equitable access. • Adjustments are routinely planned for educational visits. • Disabled pupils access a broad range of enrichment opportunities.
Strengthen Transition and Preparation for Adulthood	Planned two-week transition unit in the summer term delivered to y6 pupils.	Ensure effective transition arrangements support disabled pupils at all stages of education.	• Develop enhanced transition programmes for pupils with additional needs. • Share accessibility information with receiving settings. • Include accessibility needs in transition planning meetings. • Gather pupil and parental views regarding transition arrangements.	Transition Leader	• Transition plans are in place for identified pupils. • Parents report confidence in transition arrangements. • Pupils settle successfully into new classes and settings.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Promote a Culture of Inclusion and Disability Equality	St Mark's C of E Primary School promotes a culture of inclusion and disability equality by embedding its Christian vision of "Loving, Growing and Succeeding Together" and aligning its Life Skills policy with the statutory framework of the Equality Act 2010 to eliminate discrimination. Disability equality is explicitly taught in Key Stage 1 PSHE under Respectful Relationships, where pupils learn about impairments, individual differences, and respect.	Promote understanding of disability, eliminate discrimination and foster positive attitudes towards difference.	• Review curriculum resources to ensure representative texts and materials. • Celebrate awareness events where appropriate. • Engage pupils in discussions around protected characteristics and inclusion	HT SENCo	• Curriculum materials reflect diverse experiences and identities. • Pupil voice demonstrates positive attitudes towards inclusion. • Accessibility considerations are embedded within school improvement planning.
Monitoring and Evaluation	Site staff complete weekly site-check which is logged and recorded.	Continually assess and evaluate the suitability of accessibility arrangements.	• Accessibility Plan reviewed annually by governors. • Accessibility audit completed annually. • Pupil, parent and staff feedback collected. • Progress reported through SEN governor monitoring visit	HT Site Manager	• Governors can evidence robust monitoring of accessibility. • Clear evidence of improvements over time. • Accessibility priorities inform future school development planning.

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4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, and designated school staff including the headteacher.

It will be approved by the governing board.

5. LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy