

# Accessibility plan

## St Mark's CE Primary School



Document title	Accessibility Plan
Author	Sally Williams
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Approved by	Governing Body
Effective from	September 2025
Due for Revision	September 2028

## Document Control Table

<b>Document History</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of revisions</b>
1			
2	January 2026	Sally Williams	<p>Throughout - Updated Equality Act information</p> <p>Page 3 – reference to updated DfE guidance</p> <p>Pages 4-6 - updated objectives, actions and success criteria</p> <p>Throughout – term ‘school business manager’ is replaced with Finance and/or Premises Team</p> <p>Throughout – replace care taker ‘ with ‘site manager’</p> <p>Page 8 – addition of lockdown procedure for children who need a PEEP</p>

## Aims

Schools are required under the Equality Act 2010 (updated January, 2024) 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.

The mission of St. Mark's Church of England Primary School is to provide quality teaching and promote independent learning within a happy and caring Christian atmosphere; where each individual will develop a greater respect for themselves, others and their environment.

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

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

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

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 and governors of the school.

## 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](#) (updated 2018).

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.

**It was reviewed by Governing Body in Spring 2026**

**It is due for review in Summer 2028**

## 2025-2028 Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the <b>curriculum</b> for pupils with a disability</p>	<p>St Mark's CE Primary School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Adaptations are made to the curriculum learning and resourcing to allow children with ASD and ADHD to fully participate in school life</p> <p>Children with Speech, Language and Communication Needs to be well provided for in the early years in order for them to catch up with their peers</p> <p>To increase the number of methods of recording written work available to the pupils who may need it</p>	<p>Advice followed from special schools regarding best practice for children with ASD</p> <p>NELI programme to be used in EY to support vocabulary and language development</p> <p>Bank of support materials held by SENDco to help children with dyslexia and poor fine motor skills eg pencil grips, coloured paper and overlays</p> <p>Advice to be gained from local specialist providers regarding children with significant Speech, Language and Communication Needs</p> <p>Training for staff on how to use technology and alternative ways of recording</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Autumn 2027</p> <p>Summer 2026</p> <p>Summer 2026</p> <p>Summer 2026</p> <p>Autumn 2027</p>	<p>Children with ASD are well catered for in the school and are able to access the curriculum with their peers</p> <p>Children with Speech, Language and Communication Needs on entry make significant progress by the end of KS1</p> <p>Children who struggle to record their work are able to record their work freely</p>

				SENDCo		using the most viable and efficient method for them
Improve and maintain access to the <b>physical environment</b>	<p>Specific children have specific equipment and setting arrangements which have been implemented throughout the year.</p> <p>Smooth transition occurs in Sept to new classes and new staff implement new ideas for new pupils through effective handover</p>	Dual coding of doors and signage in place around the school as necessary to keep children with ASD and SpLCN safe	Ensure visuals / dual coding is in place	SENDCo	Ongoing	All pupils have good access to their learning environments and also understand which areas are not safe to go into
	Steps down to the playground have yellow lines to guide children who may have visual impairment	Ensure that all steps around the school have a yellow line on them	Paint/repaint the yellow lines on any/all steps as required	Site manager	Summer 2026	All pupils and staff can access steps safely
	Disabled toilet facility	Rails to be in place so that any visitor with a physical disability could use the toilet safely	Rails to be installed as necessary	Site manager	Summer 2026	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Use of ASD friendly practice in classrooms to support children as necessary</p> <p>Use of font styles and sizes in keeping with RNIB best practice to support children with hidden visual needs ,eg vision loss, colour blindness</p> <p><a href="https://www.rnib.org.uk/health-social-care-and-education-professionals/education-professionals/teaching-and-learning-guidance">https://www.rnib.org.uk/health-social-care-and-education-professionals/education-professionals/teaching-and-learning-guidance</a></p>	<p>Communication and task management strategies in place for individual children as detailed as per their EHCP or support plan eg:</p> <ul style="list-style-type: none"> <li>• Now and next boards</li> <li>• Task boards</li> <li>• Communication choice boards</li> </ul>	SENDCo	Summer 2028	

	<p>eg wigits</p> <p>Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.</p> <p>Review documentation with a view of ensuring accessibility for pupils with visual impairment.</p>	<p><a href="https://www.colourblindawareness.org/teachers/">https://www.colourblindawareness.org/teachers/</a></p>	<ul style="list-style-type: none"> <li>Adapted teaching resources</li> </ul> <p>Visual timetables to be used in every classroom across the school to support children</p>			
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## September 2025 Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<p>Number of storeys</p> <p>Ramps</p>	<p>School is on one floor. There is one small step leading into KS1 and KS2 classrooms and 3 steps into the EYFS classroom. There are 2 steps into the hall.</p> <p>There is a sloping ramp into the main reception for wheelchair users giving access into the school. There is a step down into the children's toilets. There is a children's accessible toilet within the toilet area but it is not suitable for wheelchair users.</p>	<p>Review the need for sloping access/ portable ramps from classroom doors, used to access playtime and fire exits if and when the need arises eg when a child with physical disabilities is placed at the school and a Personal Emergency Evacuation Plan is required.</p>	<p>HT and Finance and Premises Team</p>	<p>Review Annually or when required</p>
<p>Corridor access</p>	<p>All corridors are accessible for wheelchairs and wide enough for manoeuvring</p>	<p>Corridors to be tidy and free from obstructions.</p> <p>Review of door width if new pupils/staff start at school or new equipment acquired to ensure compatibility with their needs.</p>	<p>All school staff</p>	<p>Ongoing</p>
<p>Toilets</p>	<p>There is a disabled toilet that can be used by staff and pupils in the centre of the school, currently labelled as Staff WC.</p>	<p>½ Termly check of internal help call point alarm</p> <p>Consider signage on the disabled toilet door to make it evident it is such.</p> <p>The school has extra items to add to the disabled toilet area such as handrails. Consider installation in case of visitors to the school needing such facility.</p>	<p>Site manager</p>	<p>Ongoing</p>
<p>Fire alarms</p>	<p>Currently auditory alarms in place</p>	<p>Weekly inspection and alarm check</p> <p>Review with fire safety team and management surveyor whether an upgraded system is due with visual alarms as well as auditory</p>	<p>Site manager and Premises Team</p>	<p>Ongoing</p>

Emergency escape routes	We have Personal Emergency Evacuation Plans in place for pupils with disabilities (PEEPs) as required. PEEPS in place for pupils who may need them in the short term eg in plaster/ on crutches	Review of RA and at least termly fire evacuation and lockdown practice	Site manager, SLT and Premises Team	Termly
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