



**St Mary's CE Primary School
N8 7QN**

Accessibility Policy and Plan

Jesus said, “Love one another as I have loved you.” (John 15:12)

Our Vision

As we love, we flourish
As we flourish, we aspire
As we aspire, we achieve
Together, we are a family.

Friendship, Compassion, Hope, Wisdom, Community, Endurance.

Approved by:	Full Governing Body	Date: June 25
Last reviewed on:	June 2025	
Next review due by:	June 2028	

St Mary's CE Primary School

Accessibility Plan

Through our daily school life at St Mary's Church of England Primary School we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically so allowing them to achieve and flourish and fulfil 'Life in all its Fullness.' (John 10:10). We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope to aspire to be the best they can possibly be.

Aims:

At St Mary's CE Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

St Mary's CE Primary School we aim:

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- To nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- To secure an inclusive learning environment and to support individual pupils with additional or special educational needs with disabilities

It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

Schools are required under the Equality Act 2010 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.

St Mary's CE Primary 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 plan will be made available online on the school website and paper copies are available upon request.

St Mary's CE Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We support 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, the complaints procedure sets out the process for raising these concerns.

Legislation

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Our commitment

In preparing this Accessibility Plan, the needs of disabled people, including children, young people, staff and parents & governors were taken into account. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

St Mary's CE Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Special Educational Needs Policy
- Equality Objectives

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Education, Health Care Assessment Process, ensuring additional resources are available where appropriate.

The school Inclusion Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy Service
- Haringey Language and Autism Team
- The Haringey Learning Partnership

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St Mary's CE Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Plan is reviewed by the Governors' Children, Families and Community Committee every 3 years.

Appendix 1 Access Improvement Plan

Aim	Current Good Practice	Objectives	Actions	Person/s Responsible	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>We offer an adapted 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 resources include examples of people with disabilities</p> <p>Curriculum progress is traced for all pupils including those with a disability</p> <p>Targets are set and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Targeted, small steps assessments in place for pupils who are working at Pre-key Stage standards</p> <p>Classrooms are equipped with key equipment which will enable all pupils to access the curriculum</p>	<p>Liaise with HEP about the introduction of a new assessment framework for children with SEND</p> <p>Hold a training session for all staff on new framework</p> <p>Audit resources across the school e.g., writing slopes, pencil grips, books with enlarged print etc. and match against need to ensure there are no gaps</p>	<p>SENCO and Assessment Lead</p> <p>SENCO and Assessment Lead</p> <p>SENCO</p>	<p>New assessment framework is embedded</p> <p>Staff feel confident to use it</p> <p>Assessment data for all pupils is tracked</p> <p>Increased access to the curriculum</p> <p>Needs of all learners are met</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • A lift at Rectory Gardens • Wide corridors • Disabled toilets and changing facilities • Ramps as and when needed 	<p>Continue to ensure that the environments are accessible for all.</p> <p>Improvements to help the visually impaired</p> <p>Access into school and reception to be fully compliant</p> <p>Maintain Safe Access around exterior of school</p>	<p>Maintain grab rails around school site, including classrooms and other appropriate locations.</p> <p>Maintain a wheelchair accessible toilet with changing facilities in both sites.</p> <p>External steps & manhole covers highlighted in yellow / non-slip paint</p> <p>Designated disabled parking</p> <p>Automatic gates regularly maintained.</p> <p>Lifts regularly maintained</p> <p>Clear route through school for disabled people, allowing access to all areas</p> <p>Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.</p>	<p>Site Managers</p> <p>Site Managers</p> <p>Site Managers</p> <p>Site Managers</p>	<p>Physical accessibility of school increased.</p> <p>Wheelchair accessible toilet and changing facilities available</p> <p>Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained</p> <p>Disabled people to move unhindered along exterior pathways</p>

Aim	Current Good Practice	Objectives	Actions	Person/s Responsible	Success Criteria
Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large printed resources • Pictorial and/or symbolic representations • Translate button on school website 	<p>Improve communication methods to ensure that all pupils and parents can access information</p> <p>Improve signage to indicate access routes around school</p>	<p>Audit current communication methods and consider internal signage as well as alternate ways of sharing information with parents</p> <p>Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school</p> <p>Provide access plan of building in reception area</p>	<p>SLT, Admin Team</p> <p>SLT, Site Managers</p>	<p>All key information is shared in a way that all stakeholders can access</p> <p>Signage indicating access routes is clear and visible for all to see</p>

