Accessibility Policy

St Marks C of E Primary School

Effective from: October 2026

Signed by: Helen Arnold, Chair of Governors

Next review date: October 2028

This policy outlines how St Marks C of E Primary School aims to improve access to education for pupils with disabilities or additional needs.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality; this includes schools and local authorities.
In 2010, the Equality Act replaced all existing equality legislation to provide a single, consolidated source of discrimination law. It means that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, and religion or belief or sexual orientation.

At St Mark's C of E Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate all forms of discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people;
- make changes to our practice to ensure that, as far as is reasonably possible, a disabled pupil can benefit from what the school has to offer to the same extent that a person without that disability can.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan incorporates the school's intention to increase access to education for disabled pupils.

Definition of Disability
Disability is defined by the Disability Discrimination Act 1995 (DDA) as:
"A person has a disability 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 carry out normal day to day activities."

The Accessibility Plan has three main aims:

Aims
The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. At St Marks, we are dedicated to ensure that our school is inclusive and that the physically environment enables pupils to reach their full potential.
The main priorities in the school's plan will be in the following areas:

1. Increasing the extent to which disabled students can participate in the school curriculum

The school SEND Policy ensures that staff identify, access and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Educational Psychology service, the SENCO manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.
The school works closely with specialist services including:

- *Sensory support service (Hearing and visual impaired children)*
- *Speech and Language Therapy service*
- *Child Development Centre*
- *School Nurse team*
- *Educational Psychology service*
- *Travellers support service*
- *Occupational Therapy*
- *Moving and Handling Advisors*

2. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services. (as and when required)

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

3. Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Staff are aware that the SENCO will contact the appropriate service to arrange alternative formats for written information, if required.

This Accessibility Plan will be a regular item at Governors meeting.

Access to the Physical Environment- Action Plan

Target	Who	Timescale	Outcomes/Success Criteria	Complete
Each area of the school has wheelchair access and egress			The environment is adapted to the needs of pupils. Ramps have been constructed in the main and side entrance of the school, and in the garden to access surrounding play fields.	Yes
A disabled access toilet will be developed to support wheelchair users	Head Teacher and Governors		A disabled access toilet has been installed with appropriate changing facilities.	Yes
Understand the needs of pupils and ensure information is available in relevant formats • Large print • Minimise black print on white background • Pictorial or symbolic representations	Head Teacher/SENCO/ Class Teachers		Pupils have access to curriculum information and all other school information in a format that meets their needs	Yes
Ensure signage is suitable for non-readers, is clear and well situated	Head Teacher		Pupils are able to navigate the school regardless of any disability	Yes