

# Accessibility Policy



St Mary's Church of England Primary School  
Established 1845

Date Implemented: 1st January 2026

Approved by: Laura Scrivens Chair of Governors

Person Responsible: Peter Kyles Principal

Review Date: 1st January 2029

## 1. Policy Statement

St Mary's Dilwyn is committed to ensuring equal access and participation for all pupils, staff, parents, and visitors, regardless of disability or additional needs. We aim to create an inclusive, supportive environment where every child can thrive academically, socially, and emotionally.

This policy sets out our approach to identifying, reducing, and eliminating barriers to access in the curriculum, the physical environment, and school information.

## 2. Legal Framework

This policy meets the requirements of relevant accessibility and equalities legislation, including:

- Equality Act (2010)
- SEND Code of Practice
- Local authority accessibility standards
- Health and Safety regulations

The school will follow all updated national and local guidance.

## 3. Aims and Objectives

We aim to:

1. Increase access to the curriculum for pupils with disabilities.
2. Improve the physical environment of the school to enable full access.
3. Improve the delivery of written and digital information to pupils, staff, and parents with disabilities when required.
4. Promote a school culture of inclusion, respect, and diversity.

## 4. Definitions

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

This includes (but is not limited to):

- Mobility needs
- Vision, hearing, or sensory impairments
- Autism spectrum conditions
- Specific learning difficulties (e.g., dyslexia)
- Speech and language needs
- Medical conditions
- Emotional, behavioural, and mental health needs

## 5. Roles and Responsibilities

### Governing Body

- Ensures compliance with legal duties.
- Monitors implementation of this policy and approves the Accessibility Plan.

### Headteacher

- Ensures this policy is implemented effectively.
- Allocates resources to support accessibility.
- Oversees staff training and provision.

### SENDCo

- Coordinates support for pupils with additional needs.
- Advises staff and arranges specialist assessments or services.
- Develops and reviews Individual Education Plans (IEPs) where needed.

## Teachers and Support Staff

- Deliver inclusive teaching practices.
- Provide reasonable adjustments in lessons and the learning environment.
- Identify and report new barriers or concerns.

## Caretaker

- Ensures the physical environment remains accessible, safe, and compliant.

## 6. Improving Access to the Curriculum

The school will:

- Provide differentiated curriculum materials and approaches.
- Use assistive technologies if required.
- Implement IEPs and personalised learning plans as needed.
- Provide specialist teaching support (TAs) where appropriate.
- Ensure staff receive regular SEND and inclusion training.
- Provide quiet stress free spaces for wellbeing.

## 7. Improving Access to the Physical Environment

The school will:

- Maintain step-free or ramped access to main entrances.
- Ensure corridors, doorways, and classrooms can accommodate wheelchair access.
- Provide accessible toilets and changing facilities.
- Ensure safe, non-slip pathways outside and inside the building.
- Maintain accessible emergency evacuation procedures.
- Provide play equipment and inclusive outdoor spaces.

## 8. Improving Access to Information

The school will:

- Provide information in alternative formats such as:
  - Large print
  - Simplified language
  - Visual supports
  - Audio recordings
  - Translations
- Ensure the website complies with accessibility standards (e.g., WCAG 2.1).
- Use visual timetables and communication aids for pupils.
- Ensure emergency information is visually and audibly accessible.

## 9. Consultation and Participation

The school will work closely with:

- Pupils
- Families and carers
- Teachers
- Local authority specialists
- Health and therapy professionals

Feedback will inform updates to the Accessibility Plan and other school practices.

## 10. Monitoring and Review

- The Accessibility Plan will be reviewed annually.
- This policy will be reviewed every three years or earlier if legislation changes.
- Progress will be reported to the Governing Body.

## 11. Complaints

Complaints related to accessibility should be raised through the school's Complaints Policy.

The school will respond promptly and take reasonable steps to address concerns.

## St Marys C E Primary School Accessibility Plan: 2026-2029

### Improving the Physical Access at the School

Item	Status	Timescale
Accessible car parking	Acceptable, including wheelchair access. Gate access moved and ramp and turning provision provided.	N/A
Pedestrian access	Good via village hall footpath and school steps. Access to the field by the gate from the main road	N/A
Doors	Good – all wide enough for wheelchair	N/A
Number Pad on the main school door	Used for security	
School entrance	Very Good Access. School gate padlocked for security during the school day.	N/A
Wheelchair access	Good – all level access except steps to the cabin from the main	N/A

	<p>school. Route via the school field available. Ramp up to the cabin door. Currently Athena's Lodge has no access however this will be rectified if there becomes a need.</p>	
<p>Accessible toilet</p>	<p>Very Good however only two have a satisfactory access for wheelchairs (no support bars)</p>	<p>To be reviewed as necessary or if there becomes a need rails will be fitted.</p>
<p>Light switches, power outlets and emergency alarm buttons</p>	<p>All can be operated from a wheelchair except at the far end of the Infants Class.</p>	<p>To be reviewed as necessary</p>
<p>Reception facilities</p>	<p>Very Good Access. Bell on the school outer gate.</p>	<p>N/A</p>
<p>Mobile access</p>	<p>Wheelchair ramp and door width allow wheelchair access. Problem getting up the steps. Cabin access via the field &amp; ramp.</p>	<p>To be reviewed as necessary and rectified when required. Athena's Lodge.</p>

Curriculum Audit was carried out by Peter Kyles

Target	Strategy	Outcome	Timeframe	Success Criteria
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements. PM self-evaluation and appraisal meetings	All teachers are able to more fully meet the requirements of SEND children's needs with regards to accessing the curriculum	Performance management. On-going TA's also support	Access to the curriculum is achieved for the individual pupil and progress is being made in all areas towards personal targets
	Review the requirements for pupils with special educational needs  OFSTED 2023 said that the provision was and inclusion were good.	Teachers are aware of the relevant issues and can ensure that these groups have equal access to learning and the development of life-skills. TAs target & support learning needs.		
All out-of-school activities are planned to ensure the participation of the	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future	Complete and ongoing.	Increase in access to all school activities for all pupils with disabilities or are

whole range of pupils		legislative requirements. Disadvantaged pupils are financially supported.		disadvantaged. Inclusion is the priority.
Classrooms are organised to promote the participation of all pupils	Regularly review the layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Complete	Pupils are able to access all of the learning areas
Make the whole school community aware of disability issues	Provide training, when appropriate, for governors, staff, pupils and parents	Whole school community will become aware of issues relating to access	Ongoing	Pupil integration is achieved

Written Information Audit was carried out by Peter Kyles

Target	Strategy	Outcome	Timeframe	Success Criteria
Availability of written material in alternative formats	The school will ensure that materials are converted into other formats or languages, when appropriate	The school will be able to provide written information in different formats when required for individual purposes. (GDPR) legislation adhered to.	Provided when appropriate.	All materials are accessible. Timetables and curriculum content is available on the website. Newsletters informative.
Make available all school information and changes to policies, e.g. website, newsletters, emails.	Review all current school publications and promote the availability in different formats for those that require it. Produce regular newsletters	All school information available for all on the website.	Regularly reviewed.	Delivery of school information to parents and the local community. Parents questionnaire allow communication feedback.
Review documentation	Get advice, when	All school information	Will be reviewed when	Delivery of school

with a view of ensuring accessibility for pupils with visual impairment	appropriate, on alternative formats, e.g. font sizes and colours, etc.	available for all.	the need is appropriate	information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses when required. Discussed at governors' meetings.	Awareness of target group raised	Regularly reviewed. Communication is good as school is so small. Weekly staff meetings (Tuesdays).	School is effective in meeting the needs of pupils & parents. Evidence in questionnaires