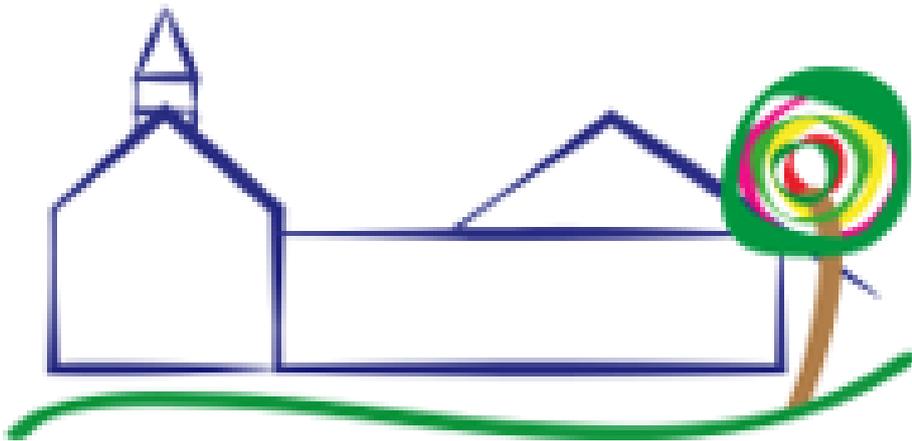
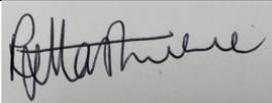
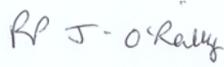


Accessibility Policy and Plan 2025 – 2027



Reviewed:	November 2025
Signed: 	Headteacher
Signed: 	Chair of Governors

(Subject to ratification)

Aims

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.

Definition (Equality Act 2010)

“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”.

School Vision and Values

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. At our school, “We are learning to live life in all its fullness.” (John 10:10)

We are dedicated to serving the community by providing our children with life skills to flourish in a diverse society. Every individual is valued and celebrated. Faith, spirituality, Christian and British values guide us through our journey at Kilby St Mary’s.

Our general duties, with regards to equality and inclusion are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.
- We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community nor people we meet because of their: gender, race, age, disability/ability, religion or belief/no religion or no belief, sexual orientation, gender reassignment, pregnancy or maternity/paternity.

Our school aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity and inclusion.

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 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, the complaints procedure sets out the process for raising these concerns.

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](#).

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.

This policy complies with our funding agreement and articles of association.

Provision

Kilby St Mary's CE Primary School is an inclusive school and we will make all reasonable and practicable provision for anyone with a disability so that they are enabled to access our facilities, activities and events. Provision for disability is of two generic kinds the specific, particular and bespoke plans we make to meet the needs of an individual person with disability whether pupil, staff or visitor.

generic provision addressing a broad spectrum of disability.

In the first case, we will always consult closely with the disabled person and/or their carers when planning access adjustments to meet specific needs. We will seek the advice of specialists if appropriate. Plans will be regularly reviewed and adjusted if necessary to reflect a changing situation, changing need or the identification of a better way of doing things. The views of the disabled person and/or their carers will always be significant part of this review process and we will always contribute effectively to a wider review of provision initiated by other agencies.

In the second case, we will ensure that the standing arrangements in school as these relate to school procedures and the physical environment are as disability friendly as possible. Provision for pupil disability is closely matched to the particular individual needs and may include, for example:

- Appropriate 1-1 adult support
- Provision of specialist training to staff supporting a pupil with disability
- Adjustments to the curriculum, or to teaching methods to enable best possible access for disabled pupils or provision of specialist equipment
- Incorporation of specialist equipment into the classroom environment
- Design and implementation of bespoke support systems matching need (e.g. behaviour and social support for pupils with ASD or ADHD)
- Adjustments in the school day

Provision for disabled staff or visitors is enabled following the same principles and often, the same means. Meaningful consultation and effective review are central in this context, too. In improving the physical environment of the school to be disability-friendly, we consider;

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.
- The provision of furniture and equipment to improve access.

Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

Links with other policies

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

- Health and safety policy
- Equality information and objectives (Public Sector Duty)
- SEND policy
- Medication Policy

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
Increase access to the curriculum for pupils with a disability	<p>Kilby 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 resources include examples of people with disabilities.</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>Curriculum is reviewed to ensure it meets the needs of all learners each term.</p> <p>All staff, including midday supervisors, involved in training.</p>	<p>Curriculum plans are continually reviewed.</p> <p>Rigorous staff training programme planned.</p> <p>Training for specific staff including medical</p> <p>Use of IT equipment.</p>	<p>Curriculum developments include specific reference to accessibility of all groups.</p> <p>Staff CPD: dyslexia and dyspraxia; attachment; mental health.</p> <p>Annual INSET on equality via staff meetings.</p> <p>Audit of CPD needed.</p>	<p>Subject leaders.</p> <p>Class teacher</p> <p>SENCO</p>	2026	<p>All needs of pupils are being met on an ongoing basis to reflect those currently at the school and those who will join.</p> <p>Full NC entitlement.</p> <p>Teachers' knowledge and awareness of disabilities increases, which improves impact of provision when required.</p> <p>Provide role models for children and young people; bring different life experiences and new skills to the school; help foster good relations with employees by showing that everyone is valued and treated fairly.</p>

Written Information	for manoeuvre All information will be available in a variety of formats.		Corridors to be tidy and free from obstructions	SENCO/Headteacher		
Fire Alarms	Currently auditory alarm in place		Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. W.C. To be designed and positioned to inform those with visual impairment and wheelchair users.	Premises Officer	2026	
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Older doors are solid with high windows making this impossible		Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Premises Officer	Ongoing 2026	
Emergency escape routes			when doors are replaced they will be accessible for all.	Premises Officer	On-going 2026	
Carpark	Labels well and clearly displayed throughout school	Provide official disabled parking spaces	Continue to ensure signs are maintained.	Premises Officer		
			Investigate allocating official disabled parking spaces at front of schools - signage			

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>Improve the delivery of information to pupils and adults with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations Dyslexic-friendly environment</p> <p>staff are aware of Widgit symbols and have received training on using Communication in print</p> <p>Currently only WC have signs</p>	<p>Ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening.</p> <p>Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a</p>	<p>Parental surveys give opportunity for disabled people to disclose their disability.</p> <p>Where attendance is not possible because of a disability, make alternative arrangements; give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production; give disabled parents preferential parking rights.</p> <p>Use Widgit symbols to label trays. Use visual timetables and calendars.</p> <p>Use widget symbols to create door signs to</p>	<p>Headteacher</p> <p>SENCO/ LSA/Class Teacher</p> <p>SENCO/ LSA/Class Teacher</p>	<p>At least annually.</p> <p>On-going</p> <p>2026</p>	<p>Develop in-house expertise about what disabled staff and/or pupils. Help foster good relations with employees by showing that everyone is valued and treated fairly. When necessary, we will use the services of Access to Work. Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school.</p> <p>Classroom environment to have resources in place</p>

		<p>range of learning/behavioural/physical needs To improve signage around school including visual clues to aid visually impaired and EA.</p> <p>Ensure visits and trips are appropriately adjusted to be accessible by all.</p>	<p>inform pupils, new staff visitors of the school particular use for the room and for them to identify important rooms</p> <p>Speak to host centres/organisations to discuss requirements and coordinate plans</p>	<p>Ed visit co-ordinator Class teacher senco</p>	2026	<p>Signs to be used around school to identify the use of individual rooms</p>
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