



St Matthew's C of E Primary School

"Let your light shine"

(Matthew 5:16)

Accessibility Policy & Plan 2026-29

Our vision and how we hope to achieve it

At St Matthew's, our vision is to "Let your light shine" nurturing a community where every child is encouraged to be brave, respectful, inspirational, grateful, honest and to shine together. As a rights-respecting school, we are dedicated to creating a safe and inclusive environment where each child can flourish. Guided by Christian values, we support our pupils in becoming loving, confident, resilient and successful global citizens, driven to make a difference, serving our school community and beyond. Our commitment to high aspirations, underpinned by mutual respect and support, ensures that every child is valued and empowered to reach their full potential - shining brightly in all they do.

This means that we value and include all children and families within our school and we want them all to grow and flourish. We do all we can to meet the needs of each child so they achieve as much as they possibly can during their time with us. For children with SEND, personalised provision is essential to help them to stay safe and thrive.

Definition of Disability

Under the Equality Act 2010, all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if:

- *A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are covered by the legislation for the rest of their life.*

The governors and staff of St Matthew's C of E Primary School are committed to ensuring that all pupils have access to a high-quality education.

The governors will actively look at ways in which barriers to the inclusion of all pupils in any activity can reasonably be removed and will endeavour to ensure that resources are targeted to that end.

1. Aims

The purpose of the plan is to:

- **Increase the extent to which pupils with a disability or medical need are able to participate in and access the curriculum;**

- **Improve the physical environment of the school to enable pupils, staff and members of the school community with a disability or medical condition to access education, benefits, facilities and services provided by our school;**
- **Improve the availability of accessible information to disabled pupils**

At St Matthew's C of E Primary School we strive for excellence. We want all our children to:

- **Participate wholly in their community**
- **Be prepared for life after school**
- **Be confident individuals and responsible citizens.**

We aim to help children achieve this by:

- Working closely with parents
- Being positive
- Celebrating success and achievement
- Providing an ethos of trust and support
- Having high standards and expectations

Our overriding priority is to ensure that we give all children the opportunity to succeed and enjoy learning. All children need to feel safe, happy and valued at school in order to learn, progress and develop their wellbeing. Relationships are the key to the success of inclusion. Our staff are committed to ensuring the above and work closely together with parents and professionals to ensure the best outcomes for our children.

Accessibility Plan 2026-2029

Our school aims to treat all 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.

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. All intentions included within the plan include a given timeframe and considers any reasonable adjustments that may need to be made.

Through the implementation of the Accessibility Plan we will:

- **Improve access** through adapting the curriculum, including aspects of teaching and learning and access to the wider curriculum such as participation in after school clubs, educational visits and leisure or cultural activities. This includes making provision of specialist aids and equipment that may support access, within a reasonable timeframe.
- **Maintain the physical environment** through adding or maintaining specialist facilities as appropriate to current needs of our staff, pupils and school community, within a reasonable timeframe.
- **Improve communication** through adapting and delivering information in different formats (e.g. paper or electronic) to pupils, parents, staff and members of our wider school community. For example, adaptations can be made to letters, hand-outs, timetables, information about the school etc These can be made available in a preferred format within a reasonable timeframe.

Current Practice

How is information collected?

Information regarding disability, medical or access needs is collected early through communication with parents and carers of children who are new to the school. This may occur as part of Reception

transition planning or during an in-year transition in another year group. Visits are made to local nurseries to observe children before they arrive at school. Where appropriate, school liaises with other professionals to ensure appropriate auxiliary aids, reasonable adjustments and adaptations to the environment are made within a reasonable timeframe to improve access. We ask our parents to keep the school updated regarding any changes to this information as their child continues moving up through the school. For example, annually reviewing health care plans for children with medical needs, and parents informing school when medications are changed.

How accessible are our school buildings curriculum and resources?

Our school is fully accessible for wheelchair users and pupils with mobility issues. There is an accessible toilet in the office/reception area. This is also used as a changing area for children with complex needs, in addition to an accessible toilet and changing area within the reception classroom. Classroom environments reflect the use of visuals / symbols to support all children.

The school does not have a car park so there is no provision for disabled parking. Children with hearing impairments have radio aids in place and we liaise closely with the Hearing-Impaired Service. When we have had a child with a visual impairment and we have liaised closely with specialist services. We will continue to ensure the environment is adapted to meet the needs. We liaise closely with the Assisted Communication Service to support children when appropriate.

Through adopting person-centred approaches and planning for individual needs, we aim to be as inclusive as practically possible. We take guidance from our local authority regarding ordinarily available provision and the need to make reasonable adjustments to support our pupils in taking an active part in their learning as much as possible. Our Universal Offer sets out our provision. We also seek advice from external professionals, such as occupational therapists, physiotherapists, Educational Psychologists, EASA, Speech and Language services, Outreach services etc to ensure appropriate reasonable adjustments are made.

Adaptation of the curriculum by class teachers enables all pupils to feel secure and make progress. There are established procedures for the identification and support of children with SEND. Pupil profiles and IEPs are reviewed and updated regularly, and information is shared at termly pupil progress meetings. Individual risk assessments are in place for children with medical or complex needs if appropriate. A variety of planned intervention programmes are implemented in response to individual need.

Health Care Plans are regularly reviewed with parents. All staff are trained in administering Auto Immune Injectors. In addition, specific staff are trained in Diabetes, Epilepsy, Asthma and administering oxygen.

How is Information Shared?

The school is able to adopt different forms of communication to support children, parents with additional needs to express their views as well as to hear the views of others. Access to this would be available upon request for pupils, parents and staff, as needed and within a reasonable timeframe.

Complaints

Our school's complaints procedure would also include complaints regarding the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising a concern. The school aims to work in partnership with parents and families to ensure a collaborative approach in reaching resolutions. Complaints relating to provision made for pupils with access needs will be addressed by the Headteacher in the first instance. If the complaint is not resolved in a satisfactory manner, the Co-Chairs of Governors will become involved.

2. 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 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.

Links to other school policy documents:

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

- Special educational needs (SEN) information report
- Managing Medicines and supporting pupils with medical needs policy
- SEND & Inclusion Policy
- Health and Safety Policy
- First Aid Policy
- Intimate Care Policy
- Educational Visits Policy.

Below is the School Accessibility Plan showing the targets and outcomes for the three planning duties of the school, which are:-

- 1) Increasing access for disabled pupils to the curriculum
- 2) Improving access to the physical environment
- 3) Improve the delivery of written information to disabled pupils and parents

Ratified by Governors: January 2026

3-year period covered by the plan

Review date: January 2029

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

Targets	Strategies	Timescales	Responsibility	Success Criteria
To continue to liaise with pre-school providers to review potential intake at the start of the academic year	To identify pupils who may need additional to or different from provision at the start of the year	July 2025 ongoing	EYFS Lead Inclusion Lead	Procedures/resources in place at the start of the year
Continue to develop staff knowledge of strategies to support children with Speech, Language and Communication difficulties and autism	EASA to provide whole staff training Speech and Language therapist to work with individual staff and groups of staff Classroom environments and resources to reflect this approach	March 2026 – January 2027	HT Inclusion Leader External Provider EASA & SALT	Staff trained and feel confident Classroom environments / Universal Offer reflect this
Termly pupil progress meetings with SLT to monitor, track and amend provision as necessary	A whole school approach to review inclusion of all pupils. Provision maps are regularly annotated and impact is analysed	On going	Whole school	Progress of pupils with SEND is monitored at least termly. Provision is amended as appropriate to enable continued progress and improved outcomes for our children.
To ensure full access to the curriculum for all children	<ul style="list-style-type: none"> • Staff training and staff meetings to disseminate information and good practice • Adapted curriculum • Appropriate use of support staff • ICT equipment • Specific equipment 	On going	Whole school	Planning and teaching demonstrates inclusion for all pupils has been taken into account
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On going as per policy review timelines	HT, DHT Relevant governor committees	All policies clearly reflect inclusive practice and procedure

ACCESSIBILITY PLAN**STRAND 2****IMPROVING THE PHYSICAL ENVIRONMENT**

Targets	Strategies	Timescales	Responsibility	Success Criteria
Improve the physical environment of the school building and grounds	The school will take account of the needs of all pupils, staff and visitors with physical needs and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	January 2026 - Ongoing	HT and governors Site Manager	Enable needs to be met wherever possible
To ensure that the medical needs of all pupils are fully met within the capability of the school	To liaise with parents and external agencies, identifying training needs and establish protocols where needed	In place but reviewed constantly	HT; Inclusion Lead; Welfare & Wellbeing Officer Support staff	Enable needs to be met wherever possible
To improve the range of extra-curricular clubs and educational visits available and ensure they are accessible to all as appropriate	Staff to continue to develop a range of clubs including sports and non-sports clubs Teachers to plan visits into their curriculum	2026/27 and ongoing	HT, DHT Inclusion Lead Class teachers All staff	The range of clubs is extended Each class will participate in at least one educational visit per term.
Ensure new pupils with health care needs/disabilities have plans to enable smooth and safe transition to school Ensure the smooth transition of pupils with EHCPs to secondary settings or specialist provision	Home school liaison. Involve / take advice from other professionals as appropriate Health care plans and risk assessments in place Liaison with secondary schools/specialist settings	In place Reviewed annually or more frequently if necessary	Inclusion Lead Welfare & Wellbeing Officer	Children with health care needs and disabilities access all provision possible
Classroom environments are consistent across the school and reflect our Universal Offer	Staff are aware of what is required within the environment - using a checklist. Classrooms are monitored termly.	January 2026 and checklists / Universal Offer reviewed annually	DHT Inclusion Lead Class teachers	Classroom environments are consistent across the school

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS AND PARENTS
STRAND 3	

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure that information regarding delivery of the curriculum through alternative formats is disseminated effectively	Following staff training opportunities are given to share information in staff meetings and TA meetings	In place and on going	HT, DHT Inclusion Lead	All stakeholders are fully informed of provision
To review pupil's records to ensure information regarding disabilities is shared appropriately	Information shared effectively by: <ul style="list-style-type: none"> • Records passed to new class teachers • End of year hand over meetings • Transition meetings • Annual reviews • IEP meetings / Pupil Progress meetings • Photos displayed where needed 	In place on going	SLT All staff	All school staff fully aware of pupils with disabilities
Ensure information regarding admissions procedures etc is available for parents and carers of prospective pupils in alternative formats as required	School to make information available and support parents and carers with alternative formats as required	In place and then on going	HT & Governors	Information in place and available
To improve access to written information for parents and carers	<ul style="list-style-type: none"> • Raise awareness of different font sizes for reports for pupils/parents with visual impairments if required • Provide information in other languages apart from English if possible • Audit signage around school to ensure it is accessible for all • Ensure verbal messages are given for parents who have limited/no reading and writing skills and they are supported to complete any forms etc 	2026 and ongoing	HT Governors Site Manager	Written information clear for all stakeholders