



SMCPA

Accessibility Plan 2026 - 2029

	Name	Date
Written By	J.O'Leary	January 2019
Review v1.1	P Bild	March 2022
Review v1.2	L Frost	February 2025
Review v1.3	L.Brooks	September 2026

St Mary Cray Primary Academy Primary Accessibility Plan

At St Mary Cray Primary Academy we are committed to working together to provide an inspirational and exciting learning environment that will ignite the spark of learning, for all children. Our core values endeavour to provide all members of the school community with a wide range of learning opportunities, whatever their ability or need. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. 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 unlawfully 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) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

St Mary Cray Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

St Mary Cray Primary Academy will anticipate the need to make reasonable adjustments to accommodate the needs of pupils, parents, staff and other visitors where practicable. These changes will be planned and implemented within a published timeframe.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a

disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St Mary Cray Primary Academy Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Pastoral Support Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action

plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **Inclusion lead**
- **Site Manager**

St Mary Cray Primary Academy

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Priority accessibility plan - physical environment					
<u>Success criteria</u>				<u>Monitoring and evaluation - Who? How? When?</u>	
Key focus	Lead person	Actions/resources	Financial implications	Timescale	Monitoring focus
To complete health and safety/fire/accessibility survey	H & S parent council Site manager	Survey of building and site to identify issues.	NA	Ongoing At least three times a year. Review Summer 2027	Potential safety issues for disabled/VI pupils and adults identified.
Ensure that all disabled pupils can be safely evacuated.	Inclusion lead	Put in place for Personal Evacuation plans for all disabled pupils. Review fire drill	NA	As necessary Review end of Autumn term	Monitor how the pupils are able to evacuate the classroom during a fire evacuation.
Ensure that all corridors are clear of trip hazards and fire exits and doorways are clear.	SLT Site manager All staff	SLT and site manager and all staff to ensure that corridors are clear and doorways are clear for exiting the class.	NA	Daily when adults walk around the school.	Reminders in briefing and reminders to staff as they walk around the school.

Priority accessibility plan - Accessible information					
<u>Success criteria</u>				<u>Monitoring and evaluation - Who? How? When?</u>	
Key focus	Lead person	Actions/resources	Financial implications	Timescale	Monitoring focus
To plan annual opportunities for children to learn about a range of disabilities	Inclusion lead	Assemblies focus on autism week, National dyslexia awareness day. Disability awareness day - whole school. Invite speakers with a disability to talk with children, Invite external agencies to support disability day.	NA	Ongoing	Increased awareness and acceptance of disabilities.
To continue to challenge stereotyping through curriculum opportunities.	Inclusion lead PSL	Planning time Subject leaders identifying opportunities ie disability sports, inclusive music events. Assemblies	NA	Ongoing	Children regularly discuss disability and increase understanding and tolerance of disability. Children with SEN participate in organised events in house and externally.

		Young carers group to be supported			
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Priority accessibility plan - Curriculum					
<u>Success criteria</u>				<u>Monitoring and evaluation - Who? How? When?</u>	
Key focus	Lead person	Actions/resources	Financial implications	Timescale	Monitoring focus
To carry out learning walks to ensure classrooms are optimally organised to promote the participation and independences of all pupils.	Inclusion lead	Inclusion lead ensure whole school inclusive practice continues - class visual timetables/whole school rewards/ implementation of behaviour policy/ resource labelling/ staff pictures/ use of ICT		Ongoing Review WB 21.9.26 and then reviewed termly.	Pupils have an increased access to the curriculum. Lesson are effective without time wasted on last minute adaptations.
To develop planning successfully so that TA's understand expectations for each session and how much support to give.	Class teachers Inclusion lead	TA continuing CPD STEP lab - inclusion		Ongoing	Planning scrutiny - talk with staff about whether there are times that teachers are supporting SEND.

To ensure staff training on effectively delivering the curriculum at all levels and continue to increase awareness of ASD/ADHD/SEMH and dyslexia.	Inclusion lead	Staff CPD/INSET on support strategies for particular areas of needs.		Ongoing and throughout the year.	Broader range of teaching strategies adopted to meet different learning styles. Adapted materials produced and used to meet needs. Whole school strategies and interventions implemented. Teaching confidence in meeting the needs of all pupils.
To review all school policies to ensure compatibility with Disability Discrimination act 1995.	All responsible for reviewing policies	All policy reviews should take into account disability act		Ongoing	All policies will reflect the school's commitment to increasing the extent to which disabled pupils can participate in all aspects of school life.
To audit the availability and need for simple access equipment.	Inclusion lead	Purchase additional items e.g. scissors, sticky mats, pencil grips, tinted paper, wobble cushions, sloping writing boards, fiddle toys.	SEND budget	Ongoing	Learning aids and resources to support learning are available in school.

To continue to ensure that PE lessons are made accessible to all.	SLT PE lead	Ensure use of adapted PE resources where/if needed.		Ongoing	Lesson observations/learning walks Child feedback and participation.
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Priority accessibility plan - Communication					
<u>Success criteria</u> - All information produced or distributed by the school is fully accessible to all.				<u>Monitoring and evaluation</u> - Who? How? When?	
Key focus	Lead person	Actions/resources	Financial implications	Timescale	Monitoring focus
To improve the communication with pupils, parents, staff and wider community.	SLT	Parents can request phone calls from teachers, teachers update parents as needed. Families may be supported by the TAC/CAF process		Awareness of needs as they arise	Parents and pupils with disability have access to all relevant school information. Ethos of open communication maintained and evident in feedback.
To continue with implementing EHCP and ISP's to ensure greater collaboration between parents, pupils and the school.	Inclusion lead	Reviews of EHCP's and ISP's regularly		Ongoing	Pupil progress reviews Annual reviews ISP meetings with parents Class teacher and

					parent feedback.
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Priority accessibility plan - Communication					
<u>Success criteria</u> - The school has highly trained staff who are well supported by external agencies and are providing an outstanding service to pupils with SEND.				<u>Monitoring and evaluation</u> - Who? How? When?	
Key focus	Lead person	Actions/resources	Financial implications	Timescale	Monitoring focus
To continue to use specialist support forums and specialist advice.	Inclusion lead SLT	Trust Inclusion group Local authority inclusion group Liaise with education psychologist, SALT and SEMH experts. Attend MHWL and DSL forums		Ongoing	School has developed an efficient network of support and children have the relevant and timely support required.

