



Issued by the Governors of St Mary's CE School, Clymping

## Accessibility Plan

<i>Review Schedule</i>	<i>Annually</i>
<i>Last Revised</i>	<i>October 2025</i>
<i>Next Approval Date</i>	<i>October 2028</i>

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### 1. 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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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 St Mary's C of E Primary School, we believe that every child is a unique and precious individual, created in the image of God, and valued equally. Rooted in our Christian ethos, we are committed to providing a nurturing, respectful, and inclusive environment where all pupils, staff, and families feel welcomed, celebrated, and supported.

We strive to:

- **Promote equality of opportunity** so that every pupil can flourish academically, socially, and spiritually.
- **Celebrate diversity** by recognising, respecting, and valuing differences in culture, background, ability, and belief.
- **Remove barriers to learning and participation** so that all children can engage fully in school life.
- **Model fairness and kindness** in our words, actions, and decisions.
- **Prepare our pupils for life in modern Britain**, encouraging them to become compassionate, responsible citizens who contribute positively to society.

Our commitment to equality and inclusion underpins every aspect of school life – from the curriculum we teach, to the way we support families, to the relationships we nurture across our community.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

## 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information:

St Mary's C of E Primary School is a small, rural Church of England primary school serving the village of Clymping and the surrounding community. The school is housed in a 150-year-old Victorian building with later additions in the 1990s, providing a blend of heritage and modern learning spaces.

We are a one-form entry school with around 105 pupils on roll, organised into mixed-age classes. Our small size fosters a strong family ethos, where every child is known, valued, and nurtured as an individual. Our Christian vision underpins

all aspects of school life, shaping our inclusive culture and our commitment to ensuring that every pupil is able to thrive.

Our pupils come from a wide range of backgrounds, and we are proud of the warm, welcoming, and inclusive environment we offer. We place strong emphasis on early language, literacy, and numeracy development, while also ensuring rich opportunities in the arts, sports, STEM, and outdoor learning, including access to Forest School provision.

The school is supported by a dedicated team of staff, governors, parents, and volunteers who work in partnership to create a safe, caring, and aspirational community. We are ambitious for our pupils, preparing them not only for the next stage of their education but also to contribute positively to society as compassionate, responsible citizens.

## VISION

Being part of our tight-knit, vibrant community means many things, but mostly discovering the joy of learning. We champion immersive and impactful experiences that transcend the traditional classroom setting and leave pupils with memories to last a lifetime. Together we dream big and aim high.

***Be strong and let your heart take courage, all you who hope in the Lord – Psalm 31:24***

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability in line with our vision and teaching and learning policy	At St Mary's, good practice in curriculum development is underpinned by a commitment to enriching pupils' cultural capital and broadening their horizons. Our text-led curriculum features a diverse range of protagonists and carefully selected materials that reflect and celebrate difference. Teachers engage in a comprehensive CPD programme, supported by a rigorous teaching and learning schedule and structured performance management review cycles designed to improve practice. Collaborative planning ensures that all staff contribute their expertise. Through these approaches, we ensure that every child receives an ambitious, inclusive, and engaging education. Further develop adaptive teaching to enhance the progress of all groups of pupils.		Increase confidence of all staff in adapting the curriculum to support all learners.	Be aware of staff training needs on curriculum access.  Assign CPD for Dyslexia friendly classrooms. SENCO to conduct audit.  Autistic Spectrum Disorder (ASD) friendly classrooms.	SENCO	2025	Raised staff confidence in strategies for adaptive teaching and increased pupil participation including those accessing home learning.  Evidence of Dyslexia friendly and AST friendly audit and clear actions.
			Use ICT software to support learning and to build on what we learnt in the past.	Make sure software installed where needed and further complete more regular questionnaires on who has access to the internet.	Kim Woodley	Ongoing	Wider use of SEN resources in classrooms
			All educational visits to be accessible to all	Develop guidance for staff on making trips accessible as part of a trip flow chart.	Stephen Day/Helen Hine	Revised and reviewed in Autumn 2025	All pupils in school able to access all educational visits and take part in a range of activities

AIM	CURRENT PRACTICE GOOD 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
Improve and maintain access to the physical environment	St Mary's C of E Primary demonstrates strong commitment to accessibility and inclusion. We have purchased a ramp to the hall, widened the main teaching corridor by removing furniture, and ensured that all building projects comply with current equality guidance. The new library features wheelchair-accessible shelving, and our disabled toilet is equipped with handles and other accessibility measures. Areas for development include improving vehicle access, as we currently do not have a designated disabled parking bay, and enhancing overall site access for visitors with mobility needs. These steps guide our ongoing accessibility improvements.	To investigate the best use of the car park and how to manage a disabled bay with limited capacity for on-site parking.  To improve the publication of the GEEP for big events e.g. Christmas and Summer.	Investigative work to be carried out with H and S governor.  How to manage discussed with H and S governor  Consider access needs during recruitment process	Justin Murray Jason Stanley  Justin Murray Jason Stanley  SLT	Spring 2025  Summer 2025  Ongoing	Review of how to manage minuted in governor records.  Review of how to manage minuted in governor records.  Access issues do not influence recruitment and retention issues

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Improve the delivery of information to pupils with a disability	This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.	<p>Review information to parents/carers to ensure it is accessible.</p> <p>Improve the delivery of information in writing in an appropriate format.</p> <p>Ensure all staff are aware of guidance on accessible formats</p> <p>Provide information in other languages for pupils or prospective pupils</p>	<p>Provide information and letters in clear print in "simple" English and use video formats if appropriate (as well as)</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment</p> <p>Guidance to staff on dyslexia and accessible information</p> <p>Access to translators, sign language interpreters to be considered and offered if possible. Use of EMTAS</p>	<p>SENCO</p> <p>SBM</p> <p>Office staff</p>	As soon as possible and when required	<p>All parents receive information in a form that they can access via MCAS</p> <p>Excellent communication.</p> <p>Pupils and/or parents feel supported and included</p>



#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by The Governing Body.

#### **5. Links with other policies**

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy