



St Mary's CE Primary School
Felsham Road
Putney

Accessibility Plan

Vision: Delivering excellence, allowing all to flourish
Mission: Creating a culture of wonder, guided by Christian faith
Values: Endurance, Compassion, Thankfulness

April 2026

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- A. Increasing the extent to which disabled pupils can participate in the school curriculum.
- B. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- C. Improving the delivery of information, which is provided in a range of formats, to disabled pupils

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

Definition

The Disability Discrimination Act (DDA) defines a disabled person as someone who:

'has a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'

This definition provides a relatively low threshold and includes more pupils than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. The definition includes:

- A visually or hearing impaired person
- A person with a physical disability
- A person with a medical condition, including diabetes, severe asthma, epilepsy, cerebral palsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition
- A person with an autistic spectrum disorder
- A person with Down's syndrome
- A person with dyslexia, dyscalculia or dyspraxia
- A person with ADHD

This list is not exhaustive but highlights the main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006).

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

Number of pupils identified with disabilities in school: 20 (8% of school pupil population)

For pupils nationally = 6% (From Disability Facts and Figures – Office for Disability Issues, Department for Work and Pensions, 2014)

Section 1

The purpose and direction of the school's plan: vision and values

At St Mary's CE Primary School we aim to provide an environment where every pupil has the confidence to strive for the highest possible standards of personal and academic achievement. Our commitment to an inclusive environment for all stakeholders is at the heart of our vision, "Delivering excellence allowing all to flourish" and values, "Thankfulness, Compassion and Endurance".

St Mary's has high aims for all pupils, of all abilities, to participate in every aspect of school life, and to achieve their full potential. We aim to encourage all to achieve through our mission, "Creating a culture of wonder guided by Christian faith".

We are committed to identifying and removing barriers to learning to ensure that:

- Disabled pupils are not treated less favourably.
- Adjustments are made to ensure equal access to all aspects of school life.
- Access to education for disabled pupils is monitored and developed.

St Mary's is committed to inclusion, the removal of barriers to learning and increasing access for disabled pupils in order to improve outcomes. As set out in the National Curriculum (2014), teachers at St Mary's set high expectations for every pupil, planning stretching work for pupils whose attainment is significantly above the expected standard. They also have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious. There should be no barriers to every pupil achieving.

Therefore, the school follows the three key principles:

1. Setting suitable ambitious learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Information from pupil data and school audit

St Mary's CE Primary School is a one-form entry school with 200 pupils on roll (April 2026). We welcome applications from pupils and staff with disabilities. Using the definition above set by the DDA with regards to disability we consider that 8.5% of our pupils have a disability. This number may be higher as a pupil may have a disability that has not as been diagnosed but we are very mindful of this as a school staff.

Section 2

The main three priorities for the school in this plan

Priority A

Increase access to the curriculum for pupils with a disability

Whole School Approach

Our whole School Development Plan identifies specific inclusion objectives, which are shared with staff at staff meetings and monitored by the Inclusion Manager. All teaching, planning and monitoring is based on equal access for all pupils, with class teachers focusing on the individual needs of the pupils in their class. The Senior Leadership Team monitors these areas through lesson observations, learning walks, work scrutiny, pupil progress meetings and feedback from stakeholders.

Differentiation and Resourcing

Pupils with special educational needs and/or disabilities, where required, have an appropriately personalised and differentiated curriculum, supported by resources and advice from professionals and specialist practitioners. Appropriate targets and/or Care Plan/SEND support records are put in place, monitored and reviewed each term.

Training

Pupils with ASD, sensory impairment and specific literacy difficulties represent a high proportion of our pupils with known disabilities. Consequently, our training seeks to develop staff expertise in these areas. Recently, key staff have been trained in Sensory processing, ELSA (Emotional literacy), Drawing and Talking, Mental Health First aid, Attention and concentration, Phonics, Autism Awareness and Dyslexia and co-existing conditions. Teaching staff have also received a training session led by the Inclusion Manager about setting SMART targets which include consideration for any disabilities pupils may have.

Support from Specialists

St Mary's works with a range of specialists, available through the local authority and the independent sector, to enable the school to support all of its pupils. This includes: Physiotherapists, Speech and Language and Occupational Therapists, Specialist Teachers for pupils with mobility or sensory impairment, play therapists and ASD advisors.

Monitoring and Assessment

All pupils' progress is monitored termly, through pupil progress meetings with the Head Teacher, the Deputy Head Teachers, the Inclusion Manager and the Class Teachers. Targeted support, additional provision or intervention can then be implemented as early as possible. Interventions and support is monitored and impact assessed. Pupils causing concern from a pastoral or safeguarding perspective are considered during weekly staff meetings and key stage meetings. These are then discussed and addressed at the weekly Senior Leadership Meetings (SLT).

The attached action plan has details of future developments for Priority A.

Priority B

Improve and maintain access to the physical environment

The school has made many modifications to the school environment to enable increased access for pupils and parents with disabilities at St Mary's.

Access to the school office

The school office is located at the front of the school, on the ground floor with access for wheelchair users.

Wheelchair Lift

The school has a wheelchair lift to ensure all pupils can access the classrooms in key stage 2. Many teaching and non-teaching staff have received training on how to operate the lift when required.

Toilets

The school has a toilet on the ground floor with disabled access, as well as a shower (wet room) and changing facilities for pupils who require this. A step and dual toilet seat is available so that younger pupils can use the toilet, as well as adults, without the need for additional seat inserts when toilet training.

Classroom Access

A ramp is fitted for access to the Reception classroom and wider doors have been fitted to ensure wheelchair access is available. Access to all other classrooms is available for wheelchair users with the exception of the year 1 classroom, year 6 classroom and the Deputy Head and Head Teachers room. (see the Action Plan).

Sloping Desks

A variety of different sloping desks are available and used for pupils with a visual impairment or who are assessed as requiring one by an occupational therapist, to enable them to get closer to text without compromising their posture.

Outdoor Area

The soft play area has been assessed and repaired to ensure that it is not a trip hazard, particularly with our visually impaired pupils in mind. The soft play area in the Early Years is also a contrasting colour.

ICT Access

The interactive whiteboard in the nursery classroom is at a height that enables visually impaired pupils to see more clearly. The interactive boards in other classrooms are accessible. A computer monitor and splitter cable is available which allows visually impaired pupils to see the teaching input at an appropriate distance and scale. A large colourful keyboard is available for visually impaired pupils to access ICT effectively. Referrals are made for assistive technology assessments, when required, for additional communication aids or ICT equipment for pupils with communication, sensory or physical disabilities. So far the school has loaned; laptops, an iPad, an enlarged keyboard, PECs books and switch technology. This equipment has been on loan only to each specific pupil assessed.

The attached action plan has details of future developments for Priority B.

Priority C

Improve the delivery of information to pupils with a disability

At St Mary's we are committed to ensure improvements in disabled pupils' access to information, that is provided in a range of formats for pupils who are not disabled, through identification of barriers for the pupil and the school.

Timetables

Visual timetables are in every classroom and additional small scale ones are provided for all individuals who required them.

Colour Adaptations

Worksheets can be provided on coloured paper and acetate coloured overlays are available for pupils with visual tracking difficulties or dyslexia, who find this helpful.

Enlarged Print

Pupils with visual impairment have print enlarged or copied onto on contrasting paper to meet their individual needs. Wherever possible, matt finish laminating pouches (rather than gloss) are used so that they reduce glare for pupils with visual impairment. There is also the facility to create individual log ins for pupils so that the adaptations which they require are set up on their personal profile.

Training

Staff working with pupils with disabilities are trained and/or aware of adjustments that may need making such as; simplifying language, use of pictures or symbols, use of word/vocabulary lists, use of whiteboards for planning and breaking down information, pre-teaching of vocabulary (especially useful for English as an additional language learners). The Inclusion Teaching Assistant has also received training in a number of assistive technologies for pupils with a specific VI.

Where parental disability is known staff make adjustments to communication methods as preferred by the parent. The school ensures that all parents have access to all school communications either through their own services or through arrangements made by the school.

The attached action plan has details of future developments for Priority C.

Section 3

Implementation

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- Does the School Development Plan and Accessibility Plan respond to the needs of the pupils with disabilities?
- Does the school have a clear measurable picture of the disability profile of the school community?
- Do we revise policy documents to take into account the needs of pupils with a disability?
- Does the school have an increased awareness of the needs of disabled pupils in the school and wider community?

- Are staff using resources which promote disability awareness and undertaking risk assessments with full regard to the requirements of the DDA, with reasonable adjustments being taken to facilitate access for disabled pupils?

The school will evaluate the effectiveness of this policy by careful monitoring of its action plan set out below.

Access to the Accessibility Plan

The Governors will publish the school’s Accessibility Plan on the school’s website and copies can also be requested from the school office. For the arrangements for the admission of disabled pupils, see the school’s admissions policy.

This policy should be read in conjunction with St. Mary’s Inclusion Policy and the Equality Information and Objectives.

Monitoring and Review

The Inclusion Manager, Kerry Dunford, will review this policy every three years as well as responding to trends/changes in legislation or policy that suggest the need for earlier review.

Name/s and job title of reviewer	Date of review	Date of governor approval	Suggested date for review
Mrs Kerry Dunford - Inclusion Manager	April 2026	April 2026	April 2029

Accessibility Three Year Action Plan

Priority A -

Increase access to the curriculum for pupils with a disability

Target	Action	Resources	Time scale	Outcomes
<ul style="list-style-type: none"> Staff skills and expertise are maximised to impact on pupils's progress 	<ul style="list-style-type: none"> Teaching Assistants (TAs) disseminate the information that they gain from training courses to colleagues during key stage meetings Monitor key stage meeting notes to ensure this occurs Provide regular drop in sessions for teaching staff and teaching assistants after school 	<p>Training costs and meeting time.</p> <p>Inclusion Manager Inclusion Manager</p>	<p>Termly</p> <p>Termly</p> <p>Weekly</p>	<p>Staff skills are well utilised within school to support pupils with SEND to make progress</p>
<ul style="list-style-type: none"> To ensure progress of pupils with a disability 	<ul style="list-style-type: none"> Review the strategies and provision for pupils experiencing difficulties with Reading Inclusion Manager to liaise with the English Coordinator to decide on assessment tools to use in order to provide a baseline assessment and final assessment 	<p>Inclusion Manager time</p> <p>SEND budget</p>	<p>April 2029</p> <p>Termly</p>	<p>Staff have increased confidence in a range of support strategies for pupils experiencing difficulties in Reading</p> <p>Assessment data at the beginning and end of the intervention measures smaller steps of progress</p>
<ul style="list-style-type: none"> To improve the interventions provided to pupils with a disability and ensure that they are effective 	<ul style="list-style-type: none"> Review current interventions Provide an accurate baseline assessment at the start of the intervention Provide an accurate assessment on completion of the intervention in order to ascertain if it was a success 	<p>Inclusion Manager time</p> <p>TA time spent delivering the intervention</p>	<p>Termly</p>	<p>Smaller steps of progress can be measured</p> <p>Increased access to the curriculum for pupils with a disability</p>
<ul style="list-style-type: none"> Improve access to examinations and tests for all disabled students 	<ul style="list-style-type: none"> Ensure examination concessions and special requirements are in place for all disabled students 	<p>Inclusion Manager</p> <p>Assessment Coordinator</p>	<p>Annually</p>	<p>All disabled students complete the examination process whatever their special</p>

		SLT		requirements e.g. reader or scribe
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Priority B - Improve and maintain access to the physical environment

Target	Action	Resources	Time scale	Outcomes
<ul style="list-style-type: none"> Computing equipment is accessible to all pupils 	<ul style="list-style-type: none"> Review use of computing for pupils in the Early Years CENMAC referrals made for pupils with physical, sensory or communication disabilities to ensure the school has expert advice on appropriate ICT equipment to enable access Liaise with the computing coordinator and HT regarding the purchase of additional iPads for pupils 	<p>Inclusion Manager time</p> <p>Computing budget</p>	<p>Termly</p> <p>Ongoing - referrals as needed</p> <p>September 2029</p>	<p>Improved access to computing facilities throughout the school and additional resources for pupils with disabilities to support progress</p>
<ul style="list-style-type: none"> Improve the outdoor learning and play environment to be fully accessible to all 	<ul style="list-style-type: none"> Playground developments and outdoor learning environment plans to be considered to meet all pupils's needs <ul style="list-style-type: none"> Contrasting edges of playground furniture/ground levels for pupils with VI Include quiet areas Height of equipment for the range of ages of pupils and wheelchair users Sensory needs of pupils including a sensory trail 	<p>SLT</p> <p>Playground fund</p>	<p>2027</p>	<p>Outdoor environments are fully accessible to all pupils to develop their physical and social skills</p> <p>Works are carried out as quickly and safely as possible with minimal impact on learning.</p> <p>Safety provisions lead to safe movement of students and staff.</p>

Priority C -

Improve the delivery of information to pupils with a disability

Target	Action	Resources	Time scale	Outcomes
<ul style="list-style-type: none"> To support pupils with a visual impairment to access written information 	<ul style="list-style-type: none"> Enlarge the text for worksheet and reading schemes, as required. Investigate RNIB book loaning system for school Ensure any pupil who requires use of DisplayNote in the hall, classroom or other teaching areas, has access to this 	<p>VI service to support staff</p> <p>Inclusion Teaching Assistant to monitor CENMAC to provide assistive technologies as required</p>	<p>As required</p> <p>Annually</p> <p>Annually</p>	<p>Pupils with a visual impairment have good access to written information in school</p> <p>Pupils who require assistive technologies are referred to CENMAC</p>
<ul style="list-style-type: none"> To put processes in place to access the most reliable data on parent/carer disability 	<ul style="list-style-type: none"> Survey parents/carers regarding disabilities that they are happy to share confidentially with school Review the enrolment forms to ensure the disability disclosure table is clearly highlighted Add a request for this information each year with the school data updates 	<p>Inclusion Manager and Admin team</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>The Inclusion Manager has knowledge of parent/carer disability and is able to plan to support associated needs</p> <p>Parents/carers have the opportunity to give this information to school and know it will be dealt with confidentially and in line with the new GDPR guidance</p>
<ul style="list-style-type: none"> Continue to survey staff regarding disability 	<ul style="list-style-type: none"> Staff disability survey to be completed annually so that the school can plan to meet the needs of the staff that work in school Ensure staff know who to contact should they require support with their needs or disability 	<p>School Business Manager and Inclusion Manager</p> <p>Inclusion Manager</p>	<p>September 2026</p>	<p>The Inclusion Manager has knowledge of staff disability and is able to plan to support associated needs</p> <p>Staff know who they can contact should they require support for their disability</p>
<ul style="list-style-type: none"> Ensure that targets are set effectively and are appropriate for pupils with additional needs 	<ul style="list-style-type: none"> Ensure all staff know which pupils have a disability and how this affects them Ensure all staff are aware of how to set SMART targets for pupils with additional needs Ensure that these targets are shared with the pupils 	<p>SM time</p> <p>Inclusion Manager to monitor SEND support forms</p> <p>Drop in sessions with the Inclusion Manager</p>	<p>Termly</p> <p>Termly – ongoing</p> <p>Weekly - ongoing</p>	<p>Staff will be aware of and set targets for individual pupils based on their need</p> <p>Teachers will share this information with TA's</p> <p>Pupils will know their targets</p>