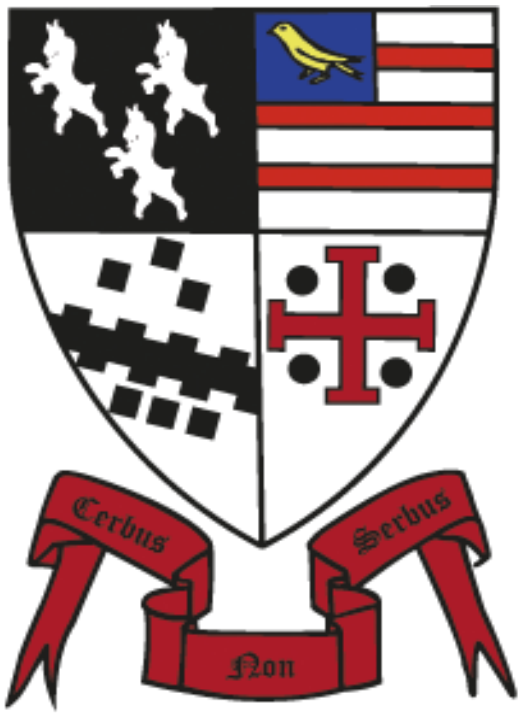
Marston Thorold's Charity C of E Primary School



Accessibility Policy with Audit and Action Plan 2026 - 2028

Approved by:	**Full Governing Body**	**Date:**	**January 2026**
Last reviewed on:	**January 2026**		
Next review due by:	**January 2028**		

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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 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

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.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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 Senior Leadership Team and Governors.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school adapts curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Staff are trained to enable them to meet the needs of children with a range of SEN needs	• Ensure all curriculum areas offer differentiation for children with disabilities. • Curriculum resources include examples of people with disabilities	• Subject leaders to review curriculum areas to ensure all subjects are planned to offer differentiation for children with disabilities when necessary.	• Curriculum Lead/SENCo	July 2026	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities	• Ensure portable ramps are available. • Disabled parking • Disabled access signage	• Purchase ramps as required. Get quotations • no disabled parking available – review as required.	• Mrs Parnham/Mrs Nicholas-Barry	As required As required March 2026	Ramps purchased Signage in place

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		• Yellow demarcation on all steps and entrance routes	• Signage to be reviewed and maintained. • Yellow line requirements to be reviewed April 2026		April 2026	Markings on place
Use a range of ICT equipment to support learning.	Children assessed and needs met as required supported by ICT	• Pupils to be able to access the curriculum and meet their potential. Reasonable adjustment to be made as identified on individual EHCP plans.	• Continue to review EHCP and general SEN needs	• SENco/Class Teachers	Ongoing	

4. Monitoring Arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Board including the Executive Headteacher.

5. 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 equality duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy

6. Accessibility Audit –Reviewed January 2026

Room	steps	ramps	Colour schemes	Switches	Handles	doorways	signs	handrails	other
Entrance	X	X	neutral	✓	Lever	✓	✓	None	Signage required - Disabled access indicated at front
Inner Foyer	X	X	neutral	✓	Lever/push pull doors	✓	✓	None	
Staff Room	✓ Lift Available	X	neutral	✓	Lever	✓	-	None	
Neptune	X	X	neutral	✓	Push/Pull door	✓	-	None	
Mars	✓ Lift available via Jupiter	X	neutral	✓	Push/Pull door	✓	-	None	

KS1 Hallway and Cloakroom Area	X	X	Neutral	✓		✓	-	None	
KS1 Boys Toilets	X	X	neutral	✓	Push/Pull Door	✓	-	none	
KS1 Girls Toilets	X	X	neutral	✓	Push/Pull Door	✓	-	none	
EYFS - Venus	✓	✓	neutral	✓	Lever	✓	-	On ramp	
Music Room	X	X	neutral	✓	Lever	✓			
Admin Office	X	X	neutral	✓	Lever	✓	-	none	
HT Office	X	X	neutral	✓	Lever	✓	-	none	
Practical Room	✓ Accessible via lift via Jupiter	X	neutral	✓	Lever	✓	-	none	

Disabled Toilets	X	X	neutral	✓	lever	✓	On Door	On walls	Spacious
Hallway Area KS2	✓	X	neutral	✓		Wide doorways or double doors	-	On stairways	Area to be kept clear –
KS2 Girls Toilets	X	X	neutral	✓	Push/pull door	✓	-	None	
KS2 Boys Toilets	X	X	neutral	✓	Push/pull door	✓	-	None	
Intervention Room	X	X	neutral	✓	lever	✓	-	None	
Staff Toilet	X	X	neutral	✓	lever	✓	-	None	unisex
Cleaners Cupboard	X	X	neutral	✓	Lever - locked	✓	-	None	Limited access – Small area

Hall	X	✓	neutral	✓	3x push/pull doors	Double Doors from hallway – 2 doors to field	-	None	Signage required
Kitchen	X	X	Neutral	✓	Lever	-			
Gallery – Inc Stairs	✓	x	neutral	✓	Push/pull doors	-	-	On stairways	Winding staircase- access only for staff.
Jupiter	✓ Accessible via lift	x	neutral	✓	Lever	✓	-	-	3 flights of stairs- Limited access to upper floor. Could be resolved with stair lift
EYFS Playground	✓	✓	Primary Coloured markings	n/a	Lever	Door to outside	-	-	Markings to be renewed

Main Playground	✓ No yellow markings on step edge	✓	Playground markings	n/a	Lever	Door to outside – Dbl door access from hall if required	-	-	Markings to be renewed