

# St Michael's CE Primary School Sydenham



## Accessibility Plan

| Agreed by the Governing Body on: | Autumn 2026               |
|----------------------------------|---------------------------|
| Signed (Chair):                  | Beryl Fielder             |
| Plan period:                     | Autumn 2026 – Autumn 2029 |
| Annual progress review:          | Autumn term each year     |
| Full review date:                | Autumn 2029               |

*Updated September 2026 to reflect current legislation and statutory guidance.*

## 1. Purpose and statutory duty

St Michael's CE Primary School is committed to providing an inclusive environment in which disabled pupils can participate fully in the curriculum, school life and the wider opportunities offered by the school. We aim to identify and remove barriers, anticipate need and make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.

This Accessibility Plan is prepared under Schedule 10 of the Equality Act 2010. The responsible body of a school must prepare an accessibility plan and keep it under review. The plan covers three statutory strands:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services; and
- improving the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled, within a reasonable time and in formats that take account of pupils' disabilities and preferences expressed by them or their parents/carers.

The plan is anticipatory: the school will consider the needs of current and prospective disabled pupils and will not wait until a pupil experiences disadvantage before considering reasonable steps.

## 2. Current legal and guidance framework

This plan should be read and implemented with regard to the following legislation and current guidance, as applicable to the school:

- Equality Act 2010, including sections 20–21 (reasonable adjustments), section 85 (pupils: admissions and treatment), section 149 (Public Sector Equality Duty), Schedule 10 (accessibility for disabled pupils) and Schedule 13 (reasonable adjustments in education).
- Children and Families Act 2014, Part 3 (children and young people in England with special educational needs or disabilities), including section 100 on supporting pupils with medical conditions.
- Special Educational Needs and Disability Regulations 2014, as amended.
- SEND Code of Practice: 0 to 25 years (DfE/DHSC), statutory guidance, current edition.
- Equality Act 2010: Advice for Schools (DfE).
- Supporting pupils at school with medical conditions (DfE statutory guidance).
- Keeping Children Safe in Education 2026, where disability, SEND, communication needs or other vulnerabilities affect safeguarding and access to support.
- Human Rights Act 1998, including relevant rights to education, private and family life and protection from discrimination in the enjoyment of Convention rights.
- Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, where applicable to school digital content and services. Primary and secondary schools have a partial exemption, but content needed to use school services must be accessible; the Equality Act 2010 reasonable-adjustment duty continues to apply.
- Web Content Accessibility Guidelines (WCAG) 2.2 Level AA as the current accessibility standard used for in-scope public-sector digital content.
- School Information (England) Regulations 2012, as amended, and/or current academy website publication requirements, as applicable, including publication of SEND and accessibility information.
- Building Regulations 2010 and Approved Document M (Access to and use of buildings), where building works are undertaken.
- Regulatory Reform (Fire Safety) Order 2005 and current fire-safety duties, including consideration of safe evacuation arrangements for disabled people.

The school will keep this list under review. Where legislation or statutory guidance changes during the life of the plan, the current legal requirement will take precedence.

### 3. Definition of disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial. 'Long-term' generally means that the effect has lasted, or is likely to last, at least 12 months or for the rest of the person's life.

Disability can include physical, sensory, learning, communication and mental-health impairments and long-term medical conditions where the statutory definition is met. Some conditions are treated as disabilities from diagnosis under the Act. A pupil may be disabled under the Equality Act without having SEN, and a pupil with SEN may not necessarily meet the Equality Act definition of disability.

### 4. Reasonable adjustments and equality duties

The school has an anticipatory duty to make reasonable adjustments for disabled pupils. In education, this includes reasonable changes to provisions, criteria or practices and the provision of auxiliary aids and services where these are needed to avoid substantial disadvantage. Schools are not required under the reasonable-adjustment duty to alter physical features for individual pupils; physical access is addressed strategically through the Accessibility Plan.

No charge will be made to a disabled pupil or their parents/carers for a reasonable adjustment. Decisions will consider effectiveness, practicality, health and safety, available resources, the pupil's views and needs, and advice from relevant professionals.

In exercising its functions, the school will have due regard to the Public Sector Equality Duty: eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations.

### 5. Our aims

- Provide an environment that values and includes all pupils, staff, parents/carers and visitors.
- Remove or reduce barriers to learning, participation, communication and physical access.
- Ensure high-quality teaching is adapted so pupils can access an ambitious curriculum.
- Make reasonable adjustments and provide auxiliary aids and services where required.
- Plan proactively for pupils with SEND, disabilities and medical conditions, using pupil and parent/carer voice.
- Ensure trips, clubs, worship, performances, sport and enrichment are planned inclusively.
- Provide information in accessible formats and through accessible communication methods.
- Develop staff knowledge and confidence through training matched to current pupil need.
- Use accessibility considerations in premises, procurement, refurbishment and digital development decisions.

### 6. Consultation, identification and review

Accessibility planning will be informed by information about current and prospective pupils, SEND and medical needs, pupil and parent/carer views, staff knowledge, professional advice, complaints or accessibility concerns, premises audits, safeguarding information and evaluation of participation in school life.

The SENCO/Inclusion Lead, Headteacher, Office Manager/Site Lead and governing body will review progress at least annually. The full plan will be reviewed at least every three years and earlier where significant needs, building changes, new technology or changes in legislation require it.

## 7. Accessibility action plan 2026–2029

The following action plan replaces and updates the previous targets while retaining its three statutory areas.

### A. Increasing access to the curriculum

| Priority / target                                                                                     | Actions                                                                                                                                                                                    | Success criteria / evidence                                                                                                                 | Lead                                                | Timescale                           |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------|
| Ensure staff have timely, proportionate information about pupils' SEND, disability and medical needs. | Maintain current pupil profiles, medical information, care plans and reasonable-adjustment information on secure school systems; brief relevant staff at transition and when needs change. | Staff can describe and implement agreed adjustments; reduced barriers to participation; records are current.                                | SENCO / Inclusion Lead; Office Manager              | At least termly and on change       |
| Ensure teaching is adapted to enable participation in an ambitious curriculum.                        | Use adaptive teaching, accessible resources, scaffolds, assistive technology and reasonable adjustments; monitor through learning walks, work scrutiny and pupil voice.                    | Disabled pupils participate and make progress from their starting points; barriers identified through monitoring are addressed.             | SLT; SENCO; teachers                                | Ongoing; reviewed termly            |
| Develop staff expertise for identified needs.                                                         | Provide targeted training, e.g. communication, sensory needs, dyslexia, physical disability, medical needs, assistive technology and safe moving/handling where required.                  | Staff report increased confidence; agreed strategies are evident in practice.                                                               | SENCO / Inclusion Lead                              | Annual programme and as needs arise |
| Ensure clubs, trips, visits, PE, worship and enrichment are inclusive.                                | Complete accessibility and risk planning in advance; consult pupils/parents; make reasonable adjustments and arrange appropriate support or alternative means of access.                   | Disabled pupils are not routinely excluded from enrichment because of disability; participation data and pupil voice show equitable access. | Educational Visits Coordinator; class teachers; SLT | For every activity                  |
| Strengthen pupil voice and co-production.                                                             | Seek the views of disabled pupils and parents/carers when planning individual adjustments and when reviewing whole-school accessibility.                                                   | Plans reflect lived experience; pupils report that they can access learning and school life.                                                | SENCO / Inclusion Lead                              | Termly / at review points           |

## B. Improving access to the physical environment

| Priority / target                                        | Actions                                                                                                                                                                                        | Success criteria / evidence                                                                                          | Lead                                    | Timescale                               |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------|
| Maintain safe and independent access around the site.    | Complete an annual accessibility walk/audit; identify barriers in entrances, routes, thresholds, doors, toilets, hall, playground and shared spaces; prioritise works.                         | Audit and action log maintained; identified barriers are removed, reduced or managed.                                | Headteacher; Site/Office Manager; Trust | Annual; works prioritised by risk/need  |
| Ensure furniture and room layouts support access.        | Review seating, desk heights, circulation space, lighting, acoustics and positioning for individual need; provide specialist furniture/equipment where advised.                                | Pupils can move, sit, see, hear and participate safely and comfortably.                                              | SENCO; Site/Office Manager              | Ongoing                                 |
| Improve signage and wayfinding.                          | Use clear, consistent, high-contrast signage; consider pictorial, tactile or Braille signage where this would meet identified need.                                                            | Visitors and pupils can navigate the site with greater independence.                                                 | Site/Office Manager                     | 2026–29, prioritised by need            |
| Plan accessibility into refurbishment and capital works. | Consider Equality Act duties, Approved Document M and user need at design stage; seek professional advice where required.                                                                      | New works do not introduce avoidable barriers and, where reasonably practicable, improve access.                     | Headteacher; Trust / Governors          | At design and procurement stage         |
| Ensure emergency evacuation arrangements are accessible. | Identify pupils, staff or regular visitors who may need assistance; prepare and review Personal Emergency Evacuation Plans (PEEPs) where appropriate; ensure relevant staff know arrangements. | Safe evacuation arrangements are documented, understood, practised where appropriate and reviewed when needs change. | Headteacher; DSL/SENCO; Site Lead       | On admission/need and at least annually |

### C. Improving access to information and communication

| Priority / target                                                              | Actions                                                                                                                                                                                                                                   | Success criteria / evidence                                                                                                     | Lead                                          | Timescale                        |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------|
| Provide information in accessible formats within a reasonable time.            | Offer large print, simplified/accessible text, electronic copies, audio or other formats where required; seek specialist advice for Braille or other formats.                                                                             | Pupils and families receive information in a usable format without unreasonable delay.                                          | Office Manager; SENCO                         | On request / identified need     |
| Improve readability of school communications.                                  | Use clear language, accessible fonts and layouts, headings, adequate contrast and appropriate spacing; avoid relying on colour alone; provide alternatives where needed.                                                                  | Parent/pupil feedback indicates communications are clear; fewer accessibility barriers reported.                                | Office Manager; SLT                           | Ongoing                          |
| Support families who need interpretation or communication support.             | Arrange interpretation/translation where reasonably required for key meetings and information; use appropriate communication channels.                                                                                                    | Parents/carers can understand and participate in decisions about their child.                                                   | Office Manager; SENCO                         | As required                      |
| Improve digital accessibility.                                                 | Review service-critical website content and online forms for accessibility; aim for WCAG 2.2 AA good practice; maintain an accessibility statement where legally required; ensure documents needed to use school services are accessible. | Key digital services can be used by disabled users; accessibility issues have an identified route for reporting and resolution. | Headteacher; Office Manager; website provider | Annual review and on publication |
| Ensure assistive technology and auxiliary aids are available where reasonable. | Assess need with pupils, parents and professionals; provide and maintain appropriate aids, software or equipment and train users/staff.                                                                                                   | Agreed aids are available, working and used effectively to support participation.                                               | SENCO / Inclusion Lead                        | As identified; reviewed termly   |

## 8. Medical conditions, SEND and safeguarding

The Accessibility Plan complements, but does not replace, the school's duties under the Children and Families Act 2014, the SEND framework and statutory guidance on supporting pupils with medical conditions. Where a pupil has an Education, Health and Care (EHC) plan, accessibility arrangements will be considered alongside the provision specified in that plan.

KCSIE 2026 recognises that children with SEND or certain health conditions can face additional safeguarding challenges. Staff will consider communication barriers, assumptions about behaviour, increased vulnerability to bullying or abuse and the need for reasonable adjustments when pupils access safeguarding systems and support.

## 9. Digital accessibility

The school recognises that accessibility includes digital information and services. Primary and secondary schools are partially exempt from the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018; however, content that people need in order to use school services is within scope, and Equality Act reasonable-adjustment duties continue to apply. The school will therefore use WCAG 2.2 AA as its benchmark for relevant digital content and good practice more widely.

## 10. Responsibilities

| Role                      | Responsibilities                                                                                                                             |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Governing Body / Trust    | Approve and oversee the plan; ensure accessibility is considered strategically; monitor progress and resourcing.                             |
| Headteacher               | Ensure implementation; allocate responsibilities; ensure accessibility is considered in policy, curriculum, staffing and premises decisions. |
| SENCO / Inclusion Lead    | Coordinate pupil-level adjustments; advise staff; liaise with families and professionals; monitor curriculum access and assistive provision. |
| Office / Site Lead        | Support accessible communication, premises access, signage, furniture, maintenance and emergency arrangements.                               |
| All staff                 | Implement agreed reasonable adjustments, identify barriers promptly and promote inclusive participation.                                     |
| Pupils and parents/carers | Contribute views about barriers, adjustments and the effectiveness of support.                                                               |

## 11. Monitoring, evidence and publication

Progress against the action plan will be reviewed at least annually and reported to governors/trustees through the school's normal monitoring arrangements. Evidence may include pupil and parent voice, participation data, SEND reviews, accessibility audits, learning walks, complaints, incident data, website checks and completion of premises actions.

The current Accessibility Plan will be made available to parents/carers and other interested parties through the school's publication arrangements. Copies will be provided in an alternative accessible format on request where reasonably required.

## 12. Related school policies and documents

- SEND / Inclusion Policy and SEND Information Report
- Equality Information and Objectives / Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy

- Behaviour and Anti-Bullying Policies
- Health and Safety and Fire Safety arrangements
- Educational Visits Policy
- Curriculum and Teaching & Learning policies
- Online Safety / Acceptable Use arrangements
- Admissions arrangements, where applicable

### **13. Review**

This plan covers Autumn 2026 to Autumn 2029. Progress will be reviewed annually. A full review will take place by Autumn 2029, or earlier if required by changes in legislation, statutory guidance, the needs of the school community or significant premises development.