



FOUR MARKS CE PRIMARY SCHOOL

School Accessibility Plan

Name of Unit/Premises/Centre/School	Four Marks CE Primary School
Date of Last Policy Review	April 2026
Date of next Review	April 2028
Name of Responsible Manager/Headteacher	Warren Glew
Signature of Responsible Manager/Headteacher	

Our policies reflect our Christian ethos.

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

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.

The accessibility 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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 they may face in comparison with pupils without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Context

Our school is single building which has been extended over the years. It is a two-storey building, with two separate staircases to classrooms for different year groups. There are downstairs classrooms in all year groups. There is a designated accessible toilet and changing table off the main corridor. There is also a designated parking bay outside the school for two vehicles. The main front gate is button controlled, which is at an accessible height for a wheelchair user. The main entrance has security doors with a keypad/button release, both at an accessible height. All areas of the school are accessible via a level route. Where there is stepped access to a room, there is an alternative option.

Education and Related Activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical Environment

The school will take account of the needs of staff, pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. We will work collaboratively and creatively with other agencies, school's partners and stakeholders to identify ways of removing barriers and regularly review our provision.

Linked Policies and Plans:

This Policy will contribute to the review and revision of related school policies and documents e.g.

- School Improvement Plan
- SEND Policy
- Curriculum Policies
- Single Equality Policy and Plan

We will provide training for staff on supporting children with special needs and disabilities as necessary.

The Accessibility Plan will be regularly monitored in order to assess the progress being made against the targets set. There will be full and regular reviews to ensure effective long-term provision.

Accessibility Audit and Action Plan

Four Marks CE Primary School has a three-year plan in place which will ensure increased accessibility for children, parents and visitors. This plan reflects the school's ethos of inclusion and desire to welcome children and adults who may have a disability. The accessibility plan should be read in conjunction with other plans and policies.

Staff at the school will work closely with colleagues from other agencies, including Children's Services, SEND department, and the Education Psychology Service. The plan will be particularly important in raising the awareness of responsibilities of staff and Governors. The accessibility plan identifies three areas: The physical environment, communication and the curriculum. The Special Educational Needs and Disability Policy (June 2025-2026) supports the plan.

	Physical	Communications	Curriculum
April 2026- April 2027	Ongoing review of space within school and the outside areas. Identify whether existing spaces could be further modified to meet the needs of SEND children and assisting adults. Modified and refurbished disabled toilet and changing area completed July 2025 and completed by HCC approved contractors and fully compliant. Facilities reviewed September 2025 and February 2026 according to specific needs within the school. Health and Safety Audit from HCC 5/2/26 to assess safe access around site. Ongoing grounds maintenance Spring and Summer 2026.	Reviewing all communications to ensure adequate accessibility. New school website in production from April 2026 to be launched end of Summer 2026 (TBC). New website to be WCAG 2.2 AA Compliant. New accessibility statement for the website to follow Government guidelines https://www.gov.uk/guidance/model-accessibility-statement Review and evaluate communication effectiveness with stakeholders.	Review current curriculum policy to ensure that it does not discriminate against any groups. Ensure the curriculum allows access for SEND children including the wider curriculum, school visits and residential. Review how far inclusion is integrated within the culture, policy and practice of the school. Review direct teaching and learning to ensure adaptive teaching and responsive planning and resourcing meets children's needs.
April 2027 onwards	Review physical space in light of SEND needs within annual review cycle. Consider potential amendments and alterations.	Review effectiveness of new school website.	Review effectiveness of curriculum in meeting need through cycle of school evaluation and monitoring

