MARNER
PRIMARY SCHOOL

Accessibility Policy and Plan

Policy Owner	Clare Hendrie (SBL)
Approval Body	Governing Body
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1 Purpose and commitment

Marner Primary School is committed to removing barriers that may prevent disabled pupils from taking part in education and school life. This policy explains the schools approach and sets out a three-year plan for improving access to the curriculum, the physical environment and information. The statutory focus is disabled pupils, while the school's wider duties also apply to disabled staff, parents, carers and visitors.

Marner's values of Respect, Happiness, Growth, Hope, Motivation and Community support an inclusive culture in which people can disclose a disability or access need and ask for an adjustment without disadvantage. The plan also supports Article 23 of the United Nations Convention on the Rights of the Child.

The plan aims to:

- *increase the extent to which disabled pupils can participate in the curriculum and wider life of the school*
- *improve and maintain the physical environment so disabled pupils can benefit from education, facilities and services*
- *improve the availability of accessible information for disabled pupils and, where relevant, their families*
- *anticipate barriers, make reasonable adjustments and review their impact with the people affected.*

The policy and plan are available on the school website. Paper copies and alternative formats are available on request through the school office. Concerns about accessibility may be raised through the school's complaints procedure.

2 Scope and definitions

The Equality Act 2010 defines a person as disabled where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Long-term generally means a year or more and substantial means more than minor or trivial. The definition includes sensory impairments and may include long-term health conditions, neurodevelopmental differences and mental health conditions.

Disability and special educational needs are related but are not identical. A pupil may be disabled without having special educational needs, and a pupil with special educational needs may not meet the statutory definition of disability. The school considers the needs of each person rather than relying on a label or diagnosis.

Reasonable adjustments

The school will take reasonable steps to avoid substantial disadvantages. Adjustments may include changes to practice, timetabling, room allocation, communication, equipment, auxiliary aids, staffing or the physical environment. Decisions will consider effectiveness, safety, practicability, cost and the resources available, without passing the cost of a reasonable adjustment to the pupil or family.

3 Legal framework

This document has regard to:

- *the Equality Act 2010, including the reasonable adjustment duty and Schedule 10 accessibility planning duties*
- *the Children and Families Act 2014*
- *the Special Educational Needs and Disability Code of Practice 0 to 25 years*
- *Department for Education advice on the Equality Act 2010 for schools*
- *the School Information Regulations and the public sector equality duty where applicable.*

The Governing Body must prepare, implement, review and publish an accessibility plan. The plan must address curriculum participation, the physical environment and accessible information. It complements the school's duty to make reasonable adjustments for individuals and does not replace individual planning.

4 School context and current access

Marner is a three-form-entry community primary school for pupils from Nursery to Year 6. The site combines a three-storey Victorian building with a three-storey atrium annex built when the school expanded from two-form to three-form entry. The age, layout and changes in level across the site mean that access must be planned carefully for some pupils, staff and visitors.

The main entrances provide level access. Accessible toilets and adapted facilities are available across the site. Classroom location, furniture, circulation space and access to specialist areas are adjusted where needed. Where a room or route is not suitable, the school will relocate the activity or provide a safe alternative.

4.1 Goods lift serving the kitchen

A large goods lift serves the kitchen on the second floor. It is not a conventional enclosed passenger lift. The lift car is enclosed on two sides and open on two sides, so the wall of the lift shaft can be seen moving past while the lift travels. It is not intended for routine passenger movement or repeated high-frequency use.

The school may consider occasional, supervised use to support access for a disabled pupil, staff member, parent, carer or visitor only where the lift's technical specification, competent engineer's advice, maintenance arrangements and insurance permit this use. Each use must follow the school's written safe operating procedure and, where appropriate, an individual risk assessment or access plan. The lift must not be used unsupervised. Alternative arrangements, including relocating teaching, meetings or services, will be made where lift use is not suitable or the lift is unavailable.

Confirming the lift's formal classification and permitted use, and documenting the supervision and emergency arrangements, is an early priority in the action plan.

4.2 Evidence used to identify priorities

Priorities are informed by the previous accessibility plan, the schools completed accessibility audit tool, site and health and safety checks, individual pupil plans, transition information, parent and pupil feedback, staff observations, incident review and advice from relevant specialists. The audit spreadsheet supports the plan but is maintained separately so this published document remains clear and usable.

5 Approach to accessibility

5.1 Curriculum and participation

Marner uses inclusive and adaptive teaching so disabled pupils can take part in the same curriculum and wider opportunities as their peers. Teachers plan from pupils'; strengths and needs, use appropriate scaffolds and resources, and seek specialist advice where required. Provision may include visual supports, symbol-supported communication, assistive technology, sensory regulation, adapted equipment, additional processing time and targeted adult support.

Reasonable adjustments are planned for PE, swimming, clubs, performances, visits and residential experiences. Risk assessment is used to enable participation, not to create an automatic barrier. Venue access, transport, staffing, personal care, medication and emergency arrangements are considered in advance with the pupil and family.

5.2 Physical environment

The school reviews routes, entrances, thresholds, stairs, lighting, acoustics, signage, toilets, furniture and evacuation arrangements. Access needs are considered before admission, at transition, when a person's needs change and before significant building work. The school will seek specialist advice where a proposed adjustment involves structural work, lifting equipment, fire safety or other technical risks.

5.3 Accessible information

Information will be provided in a form that the intended reader can use. Depending on need, this may include large print, clear digital copies, accessible Word or PDF files, audio, visual or symbol-supported information, plain language, British Sign Language or interpretation. The school will ask pupils and families about preferred communication methods rather than assume what is suitable.

Meeting arrangements may be adapted for disabled or seriously ill parents and carers and for families affected by caring responsibilities. Adjustments may include accessible rooms, remote participation, additional time, advance copies of information or, where appropriate, an alternative meeting arrangement.

6 Responsibilities

The Governing Body approves the policy, monitors progress against the plan and considers accessibility when allocating resources and overseeing premises work.
The Headteacher is accountable for implementation, ensures that accessibility informs school improvement and resolves barriers that require senior decisions.
The SENCo and inclusion leaders coordinate individual adjustments, advise staff, seek specialist input, monitor participation and progress, and lead the annual review of the action plan.
The School Business Lead and premises team maintain safe access to the site, coordinate technical inspections and planned works, retain relevant records and oversee the lift, evacuation equipment and statutory servicing.
All staff identify barriers, implement agreed adjustments, maintain clear routes and accessible resources, and report concerns promptly.
Pupils and families are encouraged to explain access needs, contribute to plans and tell the school whether adjustments are working.

7 Monitoring review and complaints

The Headteacher and SENCo will review progress at least annually. High-priority safety actions, individual access plans and barriers affecting current pupils will be reviewed more often. Progress will be reported to the Governing Body, and completed actions will be replaced by new priorities where evidence shows that further improvement is needed.

The full plan will be renewed by September 2029 or earlier if legislation, the building, school organisation or the needs of the community change significantly. Any person who believes an access need has not been addressed should raise the matter with the Headteacher or SENCo. The school's complaints procedure applies if the issue is not resolved.

8 Related policies and guidance

- *SEND Policy and SEN Information Report*
- *Equality Information and Objectives*
- *Supporting Pupils with Medical Conditions Policy*
- *Health and Safety Policy*
- *Risk Assessment Policy*
- *Fire Safety and Emergency Evacuation Procedures*
- *Educational Visits Policy*
- *Behaviour Policy*
- *Complaints Policy*
- *Department for Education Equality Act 2010 advice for schools*
- *Special Educational Needs and Disability Code of Practice 0 to 25 years.*

Department for Education Equality Act advice
SEND Code of Practice

9 Three year action plan 2026 to 2029

The plan records current strengths and the improvements that will be monitored during the three-year period. Individual reasonable adjustments will still be made when needed, even if they are not listed below.

9.1 Curriculum access and participation

Priority	Current position	Actions	Lead	Timescale	Success measures
Inclusive teaching and staff expertise	Adaptive teaching, EEF-informed inclusive practice, visual supports and specialist advice is already used. Staff experience varies as pupil needs change.	Complete an annual training-needs review. Include accessibility and reasonable adjustments in induction. Provide targeted training linked to current needs and evaluate its use through learning walks, work review and pupil voice.	SENCo DHT	Autumn 2026 then annual	Staff can explain and apply agreed adjustments. Monitoring shows disabled pupils accessing learning with increasing independence.
Individual access and transition planning	Needs are considered through SEND and medical planning, but information must remain current across phases and staffing changes.	Use a concise pupil access profile where needed. Agree adjustments with the pupil and family. Review at admission, phase transition, annual review and after a material change in need.	SENCo Phase leaders	Termly and at transition	Relevant staff receive current information before the pupil starts or moves. Families report that agreed adjustments are understood and delivered.

Trips clubs PE and wider school life	The school aims to include pupils in visits, clubs, performances, PE and swimming and provides additional support where required.	Build accessibility into initial planning. Check venue, transport, staffing, personal care, equipment and emergency arrangements. Record reasonable adjustments and monitor participation by disabled pupils.	Activity lead SENCo	For every activity	No pupil is excluded because planning started too late. Participation data and pupil feedback show equitable access.
Assistive technology communication and sensory access	Visual supports, communication resources and adapted equipment are available according to need.	Audit current equipment and licences. Agree ownership for charging, storage and updates. Provide training for staff and pupils using AAC, assistive technology or sensory equipment.	SENCo ICT lead	By July 2027 then annual	Equipment is available and working when needed. Pupils use agreed tools consistently across relevant lessons and activities.
Monitoring outcomes and barriers	Pupil progress and SEND provision are reviewed. Accessibility evidence is held across several systems.	Review attendance, progress, behaviour, suspensions, trips, clubs and pupil voice through a disability and medical-needs lens. Report themes and actions to SLT and governors without identifying individuals.	SENCo Assessment lead	Termly with annual report	Leaders can identify participation gaps and show what action was taken. Repeated barriers reduce over the plan period.

9.2 Physical environment

Priority	Current position	Actions	Lead	Timescale	Success measures
Whole site access review	The school has a completed accessibility audit tool. The site combines a Victorian building and later atrium annex across three storeys.	Review the audit annually with a site walk. Include a disabled users perspective where possible. Record obstructions, thresholds, signage, lighting, acoustics, seating, toilets and maintenance or capital priorities.	SBL Premises SENCo	Autumn term annually	A dated record identifies actions, owners and funding needs. Urgent barriers are corrected promptly and planned works reflect access priorities.
Goods lift permitted use and safety	A large goods lift serves the second-floor kitchen. Its car has two enclosed sides and two open sides. It is not a	Obtain written confirmation of classification, load and permitted use from a competent lift engineer or manufacturer. Confirm local authority and insurance requirements. Complete a lift-specific risk assessment,	SBL Premises Headteacher	By December 2026	Written technical advice is held. Use is authorised, occasional and supervised only where permitted. Staff know the procedure and an alternative is available when use is unsuitable.

	conventional passenger lift or intended for frequent passenger use.	safe operating procedure, signage, supervision list, training and emergency arrangements. Maintain inspection and service records. Until confirmed, plan alternative access.			
Room allocation and alternative access	The multi-level site can create barriers when a person cannot use stairs or when lifting equipment is unavailable.	Plan classroom, meeting and specialist-room locations around known needs. Relocate teaching, meetings or services when a route is unsuitable. Include contingency arrangements in individual access plans.	Headteacher SENCo SBL	Before admission transition or visit	Essential learning, meetings and services continue without delay or unsafe improvisation.
Emergency evacuation	PEEPs and evacuation equipment are used for identified needs. Arrangements require review when people, rooms or staffing change.	Audit evacuation aids and training. Prepare or update PEEPs for pupils and staff who need them. Include visitors where a known need is disclosed. Practise relevant arrangements and record learning from drills.	SBL Premises SENCo	Termly checks annual training	PEEPs are current and available to relevant staff. Trained staff can use evacuation equipment and drills identify no unresolved high-risk gap.
Routes signage and learning spaces	Visual timetables, signage and flexible classroom organisation support independence. Busy routes or furniture changes can create temporary barriers.	Keep circulation routes clear. Review contrast, print size and positioning of signs. Check classroom layouts, accessible-height resources, quiet spaces, lighting and seating during termly learning-environment reviews.	Premises Phase leaders	Termly	Routes remain clear and pupils can locate and use key spaces and resources with greater independence.

9.3 Accessible information and family support

Priority	Current position	Actions	Lead	Timescale	Success measures
Communication preferences	The school adapts communication when a need is known. Preferences can change and must be shared securely.	Record required formats and communication adjustments for pupils and families. Review them at least annually and after a change. Ensure office, teaching and pastoral staff can see the information they need.	SENCo Office lead	By January 2027 then annual	Families receive important information in an agreed usable form without having to repeat the request to each member of staff.

Accessible documents and website	Information is shared digitally and in print. Accessibility varies between templates and file types.	Adopt accessible templates using headings, readable fonts, adequate contrast, descriptive links and image alt text. Avoid image-only documents. Provide accessible Word, tagged PDF, large print, audio, plain-language or symbol-supported versions where needed.	SBL ICT lead Admin	Templates by April 2027 audit annually	Sample checks show documents and webpages meeting the agreed checklist. Requested alternative formats are supplied promptly.
Accessible meetings and events	Parents and carers can contact the office for support. Some disabilities, illness or caring responsibilities make standard meetings, difficult.	Ask about access when arranging significant meetings or events. Offer accessible rooms, remote attendance, advance papers, extra time, interpretation or an alternative arrangement where reasonable.	Meeting organiser Office	For each meeting or event	Disabled parents, carers and visitors can participate and feedback identifies fewer communication or access barriers.
Feedback and complaints	Concerns can be raised through the school office and complaints procedure.	Offer accessible ways to report a barrier by telephone, email, in person or through an advocate. Log accessibility themes and review them alongside incidents, complaints and the annual audit.	Headteacher SENCo	Ongoing reviewed termly	Barriers are acknowledged, assigned and resolved within agreed timescales. Recurring issues inform the next action-plan update.