Lamberhurst St. Mary's CE Primary School

Accessibility Plan

Date Written	September 2026
Written By	Mrs. C Vickery-Booth
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Headteacher	Mrs. C Vickery-Booth
Chair of Governors	Mr. P Edgesmith
Date of next full review	April 2030

Inspired by the Parable of the Sower, all children and adults in our inclusive Christian school community are able to thrive and flourish. Like seeds on good earth, all are nurtured with supportive loving care.



This policy will be reviewed following any lessons learnt and/or updates to national or local guidance and procedures.

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This plan takes effect from the date it is approved and sets out how the school will continue to improve access for disabled pupils. It is designed to cover the statutory accessibility planning cycle from 1 April 2027 to 31 March 2030, including access to the curriculum, the physical environment and information. Actions may begin before 1 April 2027. It is a working document and will be reviewed sooner where changing needs, legislation, guidance or the school environment make this necessary.

1. Our commitment to accessibility and inclusion

At Lamberhurst St Mary's, our vision, "Learning for life in the love of God," and the Parable of the Sower underpin our commitment to enabling every child to flourish. Our values of Kindness, Community, Resilience and Aspiration shape an inclusive culture in which pupils are known, valued, supported and challenged to participate fully in school life.

We are committed to identifying and removing barriers that may prevent disabled pupils from participating fully in education and the wider life of the school. We will anticipate needs where reasonably possible, make reasonable adjustments, and work in partnership with pupils, parents/carers and relevant professionals.

2. Legal framework and statutory duties

This Accessibility Plan has been prepared with regard to the following legislation and guidance:

- Equality Act 2010, including Schedule 10 (Accessibility for disabled pupils) and the duty to make reasonable adjustments.
- Children and Families Act 2014.
- Special educational needs and disability code of practice: 0 to 25 years (DfE/DHSC; current published version).
- Equality Act 2010: advice for schools (DfE).
- SEN and disability duties: guidance for school governing boards (DfE).
- Supporting pupils at school with medical conditions (DfE statutory guidance).
- Kent County Council Education Accessibility Strategy 2025–2028.

Under Schedule 10 of the Equality Act 2010, the school's accessibility planning focuses on three areas:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so disabled pupils can take advantage of education, benefits, facilities and services; and
- improving the availability of accessible information to disabled pupils.

3. Definitions

Disability. For the purposes of the Equality Act 2010, a person is disabled if 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. “Substantial” means more than minor or trivial, and “long-term” generally means that the effect has lasted, or is likely to last, for 12 months or more. This can include sensory impairments and long-term health conditions.

Special educational needs (SEN). A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil may be disabled without having SEN, and a pupil with SEN may or may not be disabled under the Equality Act.

4. School context

Lamberhurst St Mary’s CE (VC) Primary School is a primary school for pupils aged 4 to 11. The main school building is arranged over three floors on a sloping site with four terraced levels. Current accessibility features include a designated disabled parking space, a passenger lift serving all floors, accessible toilets across the site and assisted wheelchair access to the all-weather pitch.

Accessibility needs are considered for pupils, staff, parents/carers and visitors. Individual arrangements are planned where necessary, including for pupils with physical, sensory, medical, communication, cognition and learning, and social, emotional or mental health needs where these create barriers to access.

5. Principles guiding our work

- Accessibility is everyone’s responsibility: all staff should identify and reduce barriers within their role.
- The school will make reasonable adjustments and consider anticipatory adjustments where needs can reasonably be foreseen.
- Pupil and parent/carer voice will inform individual provision and the review of school-wide accessibility.
- Disabled pupils should be able to participate in learning, visits, clubs, collective worship, enrichment and wider school life alongside their peers wherever reasonably practicable.
- The school will use specialist advice, auxiliary aids, assistive technology and external agencies where appropriate.
- Accessibility decisions will be proportionate, evidence-informed and reviewed for impact.

6. Responsibilities

Governing Body: Approves and oversees the Accessibility Plan; ensures accessibility and SEND duties are monitored; provides appropriate challenge and support; and considers resources required to implement the plan.

Headteacher: Has overall responsibility for implementation, resourcing and review of the plan, and for ensuring accessibility is reflected in strategic and operational decisions.

SENCO: Coordinates provision for pupils with SEN and disabilities; advises on reasonable adjustments; supports staff training; liaises with families and external professionals; and monitors the impact of accessibility actions.

Senior leaders / subject leaders: Ensure curriculum, enrichment, assessment and communication within their areas are accessible and inclusive.

Office / site / health and safety staff: Support accessible communication, visitor arrangements, site access, emergency planning and the safe management of medical information and procedures.

All staff: Have a responsibility to identify barriers, implement agreed reasonable adjustments and support disabled pupils to participate fully in school life.

7. Identifying and planning for individual needs

Accessibility needs may be identified through admission and transition arrangements, discussions with pupils and parents/carers, SEND assessment and review, medical information, health care plans, professional advice, observations of participation, or changes in a pupil's circumstances.

Where required, the school will put in place appropriate individual arrangements. These may include reasonable adjustment plans, education, health and care plan provision, individual health care plans, risk assessments, personal emergency evacuation plans (PEEPs), specialist equipment, communication support, adapted resources or timetables, and arrangements for educational visits. Relevant information will be shared with staff on a need-to-know basis and handled in line with data protection requirements.

8. Monitoring, consultation and review

This plan will be monitored through leadership review, SENCO monitoring, health and safety processes, pupil and parent/carer feedback, curriculum reviews, participation information and governing body oversight. In developing and reviewing the plan, the school will seek the views of pupils, including disabled pupils where appropriate, parents/carers, staff and governors. The school will also draw on relevant professional advice and local authority guidance when identifying priorities and evaluating impact.

The plan will be published on the school website. Paper copies and alternative accessible formats will be made available on request. It will be reviewed during the plan period and formally reviewed in time for the next statutory accessibility planning cycle, or earlier if there are significant changes to the school site, pupil needs, legislation or national/local guidance.

Concerns relating to accessibility should be raised with the school in the first instance and will be considered in accordance with the school's Complaints Policy.

Action Plan A: Improving access to the physical environment

The priorities below support progressive improvement to the school environment while recognising the constraints of a multi-level, sloping site.

Current position: The school has a designated disabled parking space, a passenger lift serving all floors, accessible toilets across the site and assisted wheelchair access to the all-weather pitch. Individual access arrangements and personal emergency evacuation plans (PEEPs) are put in place where required, and accessibility is considered through premises, health and safety and maintenance processes.

Priority	Actions	Timescale	Responsibility	Intended impact / success criteria	Monitoring / evidence
Maintain an up-to-date understanding of access needs	Ask about access needs at admission/transition and when circumstances change. Record agreed adjustments and share them with relevant staff. Review individual access arrangements at least annually and after significant change.	Ongoing; formal review at least annually	SENCO; Office Manager; class teachers	Needs are identified early and reasonable adjustments are in place before barriers affect participation.	SEN records; transition notes; parent/pupil feedback; review records.
Ensure safe emergency evacuation for disabled pupils, staff and visitors	Identify anyone requiring additional evacuation support. Prepare and review PEEPs where needed. Include accessibility considerations in drills and fire risk assessment. Ensure relevant staff understand their roles.	Ongoing; drills at least termly; PEEPs reviewed as required	Headteacher; SENCO; Site/Health & Safety lead; fire wardens	Disabled members of the school community can evacuate safely and staff are confident in agreed procedures.	PEEPs; drill evaluations; fire risk assessment; H&S monitoring.
Maintain and improve physical access across the site	Include accessibility in routine premises checks, maintenance and capital planning. Consider ramps, thresholds, doors, handrails, lighting, acoustics, signage, seating and access routes when works are planned.	Ongoing; reviewed annually and when works are planned	Headteacher; Site/Health & Safety lead; Governing Body	Accessibility is considered in all relevant premises decisions and barriers are progressively reduced.	Premises audit; governor H&S visits; works plans; budget records.
Ensure the needs of new Reception pupils and mid-year admissions are anticipated	Use transition information, parent meetings and professional advice to identify physical, sensory, medical and communication needs before entry. Arrange equipment, access, training or care plans in advance where possible.	Annually and at each admission	SENCO; EYFS Lead; Office team	Pupils begin school with appropriate adjustments, staff knowledge and resources in place.	Transition records; induction review; parent feedback.

Priority	Actions	Timescale	Responsibility	Intended impact / success criteria	Monitoring / evidence
Improve sensory accessibility where needed	Review noise, lighting, visual clutter, movement around school and access to quieter/regulation spaces where individual needs indicate a barrier. Make reasonable changes and include sensory considerations in classroom/environment reviews.	Ongoing; reviewed termly for identified pupils	SENCO; class teachers; SLT	Pupils with sensory needs are better able to regulate, learn and move around school.	Pupil voice; provision reviews; behaviour/engagement observations.

Action Plan B: Improving access to the curriculum and wider school life

Current position: The school uses adaptive teaching, reasonable adjustments, targeted resources and specialist advice to support access to learning. The SENCO works with staff, families and external professionals to identify barriers and agree provision. Educational visits, clubs, enrichment and leadership opportunities are considered as part of pupils' wider access to school life.

Priority	Actions	Timescale	Responsibility	Intended impact / success criteria	Monitoring / evidence
Strengthen staff confidence and expertise	Provide training and guidance linked to identified needs, including equality and disability awareness with reference to the Equality Act 2010, adaptive teaching, communication, sensory needs, physical access, medical needs, intimate/personal care, moving and handling, and use of specialist equipment where relevant.	Ongoing; training priorities reviewed annually	SENCO; SLT; external specialists as required	Staff understand barriers and can implement agreed adjustments consistently.	Training records; staff feedback; learning walks; pupil outcomes.
Ensure curriculum access through adaptive teaching and appropriate resources	Plan teaching using reasonable adjustments and adaptive approaches. Provide accessible texts, scaffolds, assistive technology, alternative recording methods, adapted practical equipment and additional processing time where appropriate.	Ongoing	Teachers; teaching assistants; subject leaders; SENCO	Disabled pupils participate meaningfully and make progress from their starting points.	Books/work scrutiny; pupil progress; pupil voice; SEND reviews.
Ensure educational visits and residential experiences are accessible	Consider accessibility at the earliest planning stage. Complete individual risk assessments where needed and make reasonable adjustments to transport, staffing, activities, equipment and accommodation.	For every visit	Educational Visits Coordinator; visit leader; SENCO	No pupil is excluded from a visit because reasonable adjustments were not considered in time.	Visit planning; risk assessments; participation records; parent feedback.
Promote equal participation in clubs, enrichment and leadership	Review participation by disabled pupils and pupils with SEND. Address barriers to clubs, lunchtime activities, performances, sport, pupil leadership and other enrichment.	Termly review; annual summary	SENCO; club leaders; PE/wellbeing lead; SLT	Disabled pupils have equitable opportunities to take part in the wider life of the school.	Participation information; pupil voice; adjustments made.

Action Plan B: Improving access to the curriculum and wider school life (continued)

Priority	Actions	Timescale	Responsibility	Intended impact / success criteria	Monitoring / evidence
Ensure positive and accurate representation of disability and difference	Review curriculum materials and assemblies to include positive representation of disabled people and diverse ways of participating in society. Use respectful language and challenge stereotypes.	Ongoing; curriculum review cycle	Subject leaders; PSHE lead; SENCO	Pupils see disability and difference represented respectfully and develop understanding, empathy and high expectations.	Curriculum review; pupil voice; resource audit.
Use pupil voice to shape provision	Seek the views of disabled pupils about what helps or hinders their participation, both in individual reviews and whole-school pupil voice activities.	At least termly for identified pupils; annually school-wide	SENCO; class teachers; pupil leadership team	Adjustments reflect pupils' lived experience and improve participation.	Pupil voice records; review notes; changes made.
Work effectively with families and external agencies	Seek timely advice from relevant health, education and social care professionals. Work collaboratively with parents/carers and incorporate agreed recommendations into provision.	Ongoing; reviewed termly for identified pupils	SENCO; Headteacher; class teachers	Specialist advice is translated into practical support and reviewed for impact.	Professional reports; provision maps; review records.
Support attendance and participation where disability affects access	Use individualised, lawful and proportionate strategies to support attendance and participation, including reasonable adjustments to routines, transitions and reintegration where needed, while maintaining ambitious expectations for education.	Ongoing; reviewed at least half-termly where relevant	Headteacher; SENCO; attendance lead; teaching teams	Barriers linked to disability are addressed and pupils are supported to access education consistently.	Attendance/participation review; individual plans; parent/pupil feedback.

Action Plan C: Improving access to information

Current position: Written, visual and digital information is adapted according to individual need. The school uses clear family-facing communication and records relevant communication, medical and accessibility information so that agreed adjustments can be made. Alternative formats, visual supports, larger print, digital formats and additional communication support can be provided where reasonably required.

Priority	Actions	Timescale	Responsibility	Intended impact / success criteria	Monitoring / evidence
Identify communication and information access needs	Ask parents/carers about communication and accessibility needs at admission and when needs change. Record preferred formats or reasonable adjustments for pupils and families.	At admission and ongoing	Office team; SENCO	Communication needs are known and acted upon consistently.	Admission records; communication preferences; feedback.
Provide information to pupils in accessible formats	Adapt written and visual information according to need, for example larger print, simplified layout, symbols, visuals, colour/contrast adjustments, audio, digital formats or assistive technology.	Ongoing	Teachers; SENCO; support staff	Pupils can access the same essential information as their peers in an appropriate form.	Pupil feedback; resource review; SEN reviews.
Make parent/carer communication clear and accessible	Use plain English and readable formatting in routine communications. Provide alternative formats or additional support when reasonably required, including translation/interpretation where appropriate.	Ongoing; annual review of key templates	Headteacher; Office team; SENCO	Parents/carers can understand and act on school information.	Parent feedback; template review; records of adjustments.
Improve digital accessibility	Keep accessibility in mind when publishing documents and information online. Use clear headings, readable font sizes, meaningful link text, accessible document structures and alternative text for meaningful images where practical.	Ongoing; reviewed annually	Headteacher; Office team; website/content leads	Digital information is increasingly accessible to users with visual, cognitive or other access needs.	Website/document spot checks; feedback; action log.
Ensure relevant medical and access information reaches staff safely	Maintain clear systems so that staff who need to know can access current medical, allergy, health care and accessibility information. Use the school's agreed medical recording system and individual plans consistently.	Ongoing; checked at least termly	SENCO; Office team; DSL/first aid leads as relevant	Staff have timely information needed to keep pupils safe and support access, while confidentiality is maintained.	System checks; plan review dates; staff briefing records.

Priority	Actions	Timescale	Responsibility	Intended impact / success criteria	Monitoring / evidence
Build staff awareness of accessible information	Provide periodic guidance on producing accessible classroom and family-facing information, including reasonable adjustments for visual, hearing, communication and literacy needs.	Annually and as needed	SENCO; SLT	Staff routinely consider accessibility when creating information.	Staff guidance; training records; document sampling.

9. Review record

The action plan should be updated during the plan period as actions are completed, needs change or new priorities are identified. Significant changes should be reported to governors and reflected in the published version where appropriate. A full review will be completed in time for the next statutory accessibility planning cycle.

Review date	Reviewed by	Key updates / evidence	Next steps

Related school documents

- SEND Policy / SEN Information Report
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions / Allergy Policy
- Health and Safety Policy
- Risk Assessment procedures
- Educational Visits procedures
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Data Protection and Privacy Notices
- Complaints Policy