Bosley St. Mary's CE Primary School

Accessibility Plan

- 2026-29



Introduction

Bosley St. Mary's CE Primary School is committed to creating an environment where all our children have every opportunity to achieve the highest standards. We are inspired by the words in Philippians 4:13, "I can do all things through Him who strengthens me." Our Christian values create a safe, nurturing space where all are respected, valued, and enabled to succeed and flourish in God's love.

Purpose of the Accessibility Plan

This plan shows how Bosley St Mary's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers, and visitors.

Definition of Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means 12 months or more, e.g., a breathing condition that develops because of a lung infection.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Physical Environment

Bosley St Mary's CE Primary School has been in its current location since c.1860. The original Victorian building houses two classrooms, the library, central learning area, upstairs offices, and the staff room. The hall was added as an extension in the early 2000s, and Blossom Classroom was built as a separate building in 2010.

As part of the school hall extension, a disabled toilet was added. The school library serves also as a quiet area for pupils who may be experiencing dysregulation. There are calm spaces in all three classrooms to support this need. The school has also developed The Glade as a dedicated regulation and sensory space, with clear routines and expectations to support pupils to regulate and return successfully to learning.

There is a very slight step to access the school building through main school door. This step is less than 3cm high. Accessing Blossom Classroom through their main door involves navigating three steps. Both the main school building and Blossom Classroom have accessible side doors that require no ramp. The school offices are on the first floor and can only be accessed by stairs. Access to the school field involves navigating a small, steep incline that can be muddy. Where physical access presents a barrier, meetings, provision and activities are relocated or adapted so that access can be maintained.

Current Range of Known Disabilities

The school has children with a range of disabilities, including a high percentage of autistic learners. We have children with hearing impairments and a range of sensory, communication, physical, emotional and neurodevelopmental needs. As a small rural school with mixed-age classes, individual needs are reviewed regularly so that reasonable adjustments can be made quickly and proportionately.

Increasing Access

The Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, we plan leisure and cultural activities, school clubs, and educational visits so that everyone can participate.

Target	Strategies	When?	Who?	Success Criteria
To provide above and beyond HQT to improve access to curriculum for all	Provision maps to show strategies and intervention above HQT in SEN / EHCP discussions	On-going and as required	SENDCO	Provision beyond HQTto increase pupil participation and progress
All educational visits to be accessible to all including residential visits.	Ensure each new venue is vetted for appropriateness. Risk assess individual access needs and make reasonable adjustments, including staffing, transport and alternative arrangements where required.	As required	HT / EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	PE lessons planned to include disabled pupils and SEND pupils on an individual basis as appropriate	As required	HT / PE Lead	All to have access to PE and be able to excel
Seek ways to increase participation of those with hearing impairments	Use and maintain hearing support systems / radio aids where recommended. Seek specialist advice and grant funding for additional equipment where required.	On-going	HT / SENDCO	Hearing impairments to be removed as a barrier to learning
Further develop our pedagogy to promote a neuro-affirming approach to schooling	Engage with training and strategies that support a neuro-affirming approach. Maintain predictable routines, clear communication and reasonable adjustments for sensory, communication and regulation needs.	2026-2029	HT / SENDCO and all staff	Pupils feel understood and supported, increasing participation, regulation and engagement with learning.
Increase access to learning through visual structure and communication support	Use visual timetables, Now-Next-Then, symbols, task chunking, clear step-by-step instructions and personal work systems where appropriate. Use consistent language and visuals across classes.	On-going and as required	SENDCO / Class teachers / TAs	Pupils understand expectations, transition more successfully and are increasingly able to access learning independently.
Support pupils with sensory and regulation needs to remain part of school life	Provide access to calm spaces, The Glade, movement / sensory breaks, ear defenders and sensory tools where appropriate. Use regulation spaces purposefully to support return to class and participation.	On-going and reviewed termly	SENDCO / All staff	Pupils are better able to regulate, return to learning and participate in the wider life of the school.
Ensure pupils with SEND can access strong foundations in learning	Use adaptive teaching, appropriate manipulatives and resources, explicit teaching, supported handwriting and phonics approaches,	2026-2029	Curriculum leads / Class teachers / SENDCO	Disabled pupils and pupils with SEND access the same ambitious curriculum with appropriate support and make strong

	and additional practice where required.			progress from their starting points.
Improve transition for pupils with additional needs	Plan enhanced transition into school, between classes and to secondary school where required. Share relevant strategies, communication needs and reasonable adjustments with receiving staff and settings.	Annually and as required	HT / SENDCO / Class teachers	Transitions are well planned, anxiety is reduced and continuity of support is maintained.

The Physical Environment

Bosley St Mary's School is continuing to grow and develop. In all new building work, access for disabled users is included.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	When?	Who?	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors when planning all new building work and planning school events.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign. Be aware of pupil, staff, governor and parent access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter. Consider access needs during recruitment process.	As required	Building consultant Governors SENDCO Headteacher	Access for all SEND plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school Access issues do not influence recruitment and retention issues
Increase awareness of the sensory stress placed on pupils by the physical environment	Complete and review a sensory audit of the school so that difficult areas can be identified and solutions sought. Consider noise, lighting, visual clutter, movement, transitions and the organisation of shared spaces.	Reviewed annually and when needs change	HT / SENDCO	Pupils are aware of their sensory profile, including triggers, and staff can make practical adjustments that improve access to the physical environment.
Maintain safe and accessible regulation spaces	Review The Glade and classroom calm spaces, including layout, equipment, expectations and safe access. Ensure spaces support regulation without unnecessarily removing	Termly	SENDCO / Site / Class teachers	Regulation spaces are safe, purposeful and support pupils to return to learning successfully.

	pupils from curriculum and school life.			
Ensure clear, safe routes through learning spaces	Arrange furniture and resources to maintain clear circulation routes. Review classroom layouts when pupil needs change and ensure frequently used resources are accessible.	On-going	Class teachers / Site / SENDCO	Pupils, staff and visitors can move safely and independently around learning spaces wherever reasonably possible.
Plan for individual mobility and emergency needs	Complete individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) where required. Identify alternative meeting spaces where upstairs office access is not suitable.	As required and reviewed at least annually	HT / SENDCO / Site	Individual access and emergency arrangements are clear, shared with relevant staff and reduce foreseeable barriers and risks.
Review access to outdoor areas	Risk assess the field incline and muddy access for pupils and visitors with mobility needs. Use alternative routes, additional assistance or adapted activities where needed.	Seasonally and as required	HT / Site / EVC	Outdoor learning and events remain accessible through reasonable adjustments.

Sharing Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	When?	Who?	Success Criteria
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information. Use clear fonts, uncluttered layouts, appropriate spacing, plain English, visuals and symbols where these support access.	On-going	SENDCo	Staff produce their own information in accessible formats appropriate to need.

Annual review information to be as accessible as possible using the Cheshire East toolkit for all discussions and documents.	Use Cheshire East annual review formats. Offer pupil-friendly or visual ways for children and families to contribute where required.	On-going	SENDCo	All SEND paperwork completed using CE toolkit and pupils / families can participate meaningfully.
Languages other than English to be visible in school	Some welcome signs to be multi-lingual as required	As required	SENDCo / Office	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible. Use translated written information and interpretation services when needed.	As required	SENDCo / Office	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Provide large print, electronic copies, simplified versions or symbol-supported information where required.	On-going and as required	Office / HT / SENDCo	All can access information about the school
Make routine school communication accessible	Use clear, concise language in parent communications and provide alternative formats on request. Where appropriate, use visual guides, photographs / symbols and step-by-step information for routines, interventions and school events.	2026-2029	Office / HT / SENDCo / Class teachers	Parents, carers and pupils can understand and act on school information without disability-related barriers.
Support pupils who need alternative methods of recording or accessing text	Provide access to appropriate technology, enlarged or adapted resources, audio, typing, speech-to-text, reading support or adult scribing where this is a reasonable adjustment.	As required	SENDCo / Class teachers	Pupils can demonstrate knowledge and participate in learning without avoidable barriers caused by the format of information.

Monitoring and Review

The Accessibility Plan will be reviewed at least annually and formally renewed every three years. Progress against the targets in this plan will be considered through the school's improvement planning, SEND review processes, safeguarding and health and safety arrangements, curriculum monitoring and feedback from pupils, parents/carers, staff and governors.

Target	Strategies	When?	Who?	Success Criteria
Keep the Accessibility Plan current and responsive to need	Review progress against targets annually. Update actions when new needs, statutory guidance, building changes or significant barriers are identified. Report key developments to governors.	Annually, with full review by 2029	HT / SENDCo / Governors	The plan reflects the school's current context and leads to practical improvements in access.
Use pupil and family voice to identify barriers	Seek views through SEND reviews, parent meetings, pupil conversations and day-to-day communication. Act on recurring themes where reasonable and proportionate.	On-going	SENDCo / Class teachers / HT	Barriers are identified early and adjustments are informed by the experiences of pupils and families.
Ensure staff understand reasonable adjustments and accessibility responsibilities	Include accessibility within induction, SEND CPD, staff briefings and relevant policy updates. Share individual adjustments with staff who need to know.	2026-2029	HT / SENDCo	Staff understand their responsibilities and apply reasonable adjustments consistently.