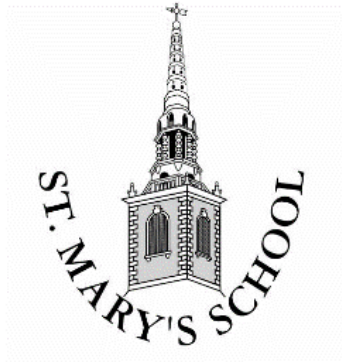




Accessibility Plan 2025–2028

Plan Agreed: 23rd September 2026

Review date: Autumn 2027 (full review Autumn 2028)

(Interim) Executive Head Teacher: Anthony David

Chair of Governors: Rebecca Shilling

We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us.

Our vision

We believe that everyone is precious and loved by God.

We aspire to let our light shine in all that we do.

We nurture and empower one another to flourish.

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Let God's light shine through us.

Status of this document

This is the statutory Accessibility Plan of St Mary's CofE Primary School, prepared by the Governing Body under paragraph 3 of Schedule 10 to the Equality Act 2010. The plan covers a three-year period and is refreshed annually. The plan sits alongside the school's Equality, Race and Gender Policy 2026–27 and the school's Equality Objectives, and is reviewed in light of the school's ongoing experience with disabled pupils, parents, staff, and visitors. The plan is published on the school website and is available in alternative formats on request — the available formats include large print, audio, plain English summary, electronic format compatible with screen readers, and translation into the parent's preferred language with interpreter support where indicated.

1. Vision, Aims and Principles

1.1 Our vision

St Mary's is a Church of England primary school and a UNICEF UK Rights Respecting School. Our vision shapes our approach to accessibility:

We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us.

Every child at St Mary's is precious. This is true regardless of disability, neurodivergence, mental health, sensory need, medical condition, or any other characteristic. The conviction that every person is precious is not a metaphor; it shapes practical decisions about doorways and signage, about lessons and assessments, about staff training and parent communications. This Plan is the operational expression of that conviction.

1.2 Aims of this Plan

This Accessibility Plan sets out the school's proposals over the three years 2025–2028 to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of information which is readily accessible to non-disabled pupils, within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents

These three aims are the statutory purposes of an accessibility plan under paragraph 3(1) of Schedule 10 to the Equality Act 2010. They frame everything that follows.

In addition to these three statutory aims, this Plan also commits the school to:

- Making reasonable adjustments under s.20 of the Equality Act 2010 for disabled parents, carers, visitors, and staff in their engagement with the school
- Awareness-raising across the school community about disability, neurodivergence, mental health, and inclusion
- Continuous improvement based on the lived experience of disabled pupils, families, and staff

1.3 Principles

This Plan operates on five principles:

1. Reasonable adjustments are everyday practice, not exceptions.

Adjustments are anticipated, not just reactive. The school plans in advance for the diversity of needs in our community — in physical layout, in curriculum design, in communication — rather than responding only when a specific need arises.

2. Disability is broad and includes hidden disabilities.

Our understanding of disability includes physical, sensory, mental health, and neurodivergent conditions. Many of our pupils with the most significant accessibility needs do not have visible disabilities. Our Plan reflects this.

3. Disabled voices shape the Plan.

Disabled pupils and parents are consulted on the development and review of this Plan. Their lived experience informs what we do next.

4. The whole community matters.

The Plan extends to disabled parents, carers, governors, staff, visitors, and members of the public. Accessibility is not only about pupils.

5. Honesty about what we cannot do yet.

Our site is Victorian in origin. There are aspects of physical accessibility we cannot fully resolve without major capital investment. The Plan is honest about this, and identifies what we are doing in the meantime.

UN Convention on the Rights of the Child — Article 23: Children with disabilities

States Parties recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. Statutory Framework

2.1 The accessibility plan duty

Schedule 10, paragraph 3, Equality Act 2010

- (1) The responsible body of a school in England and Wales must prepare —
- (a) an accessibility plan; and (b) further such plans at such times as may be prescribed.
- (2) An accessibility plan is a plan for, over a prescribed period —
- (a) increasing the extent to which disabled pupils can participate in the school's curriculum;
 - (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
 - (c) improving the delivery to disabled pupils within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is readily accessible to pupils who are not disabled.

2.2 Definition of disability

Section 6, Equality Act 2010

- (1) A person (P) has a disability if —
- (a) P has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

The Equality Act 2010 defines key terms as follows:

- Substantial — 'more than minor or trivial' (s.212(1) EqA 2010)
- Long-term — 'has lasted, or is likely to last, at least 12 months' (Schedule 1, paragraph 2 EqA 2010); or where the impairment is likely to recur
- Physical or mental impairment — includes physical, sensory, mental health, learning, neurodevelopmental, and cognitive impairments; includes both visible and hidden disabilities
- Normal day-to-day activities — includes mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of risk of physical danger
- Cancer, HIV, multiple sclerosis are deemed disabilities from the point of diagnosis (Schedule 1, paragraph 6 EqA 2010)
- Past disability is also protected (s.6(4) EqA 2010 — a person who has had a disability is treated as having a disability)

The definition is broad. Many pupils at St Mary's meet the definition of disabled, including those with: dyslexia, autism, ADHD, speech, language and communication needs, sensory impairment, physical disability, medical conditions such as diabetes or epilepsy, mental health conditions, learning disabilities, and other conditions. The school approaches every individual case on its own facts. The school does not require a medical diagnosis to make a reasonable adjustment — the test is the substantial long-term impact on day-to-day activity.

2.3 Wider statutory framework

- Equality Act 2010, Schedule 10, paragraph 3 — duty to prepare an accessibility plan (above)
- Equality Act 2010, s.13 — protection from direct discrimination
- Equality Act 2010, s.15 — protection from discrimination arising from disability (where the unfavourable treatment is because of something arising in consequence of the disability)
- Equality Act 2010, s.19 — protection from indirect discrimination
- Equality Act 2010, s.20 — duty to make reasonable adjustments (anticipatory and individual)
- Equality Act 2010, s.85 — specific provisions applying to schools
- Equality Act 2010, s.149 — Public Sector Equality Duty (PSED): due regard to eliminating discrimination, advancing equality of opportunity, and fostering good relations
- Children and Families Act 2014, Part 3 — the statutory SEND framework, including EHCPs
- SEND Code of Practice: 0 to 25 years (2015) — statutory guidance on the SEND framework, including the school's SEN Information Report duties
- Education Act 1996, s.317 — LA duties for children with SEND
- Education Act 2002, s.175 — safeguarding duty
- Keeping Children Safe in Education 2026 — safeguarding statutory guidance, including for pupils with SEND
- Worker Protection (Amendment of Equality Act 2010) Act 2023 — duty to take reasonable steps to prevent sexual harassment; relevant to disabled staff and parents
- Health and Safety at Work etc. Act 1974 — employer's duty of care
- UK GDPR, Data Protection Act 2018, Data (Use and Access) Act 2025 — processing of disability-related data as special category health data under Article 9 UK GDPR
- Web Content Accessibility Guidelines (WCAG) 2.1 AA — standard for school website and digital information accessibility, in line with DfE 2025/26 website requirements

2.4 Supporting school policies

- Equality, Race and Gender Policy 2026–27
- SEND Policy 2025–26 and SEN Information Report
- Curriculum Policies and Whole-School Curriculum Map 2026–27
- Positive Relationships Policy 2026–27 (incorporating behaviour and anti-bullying considerations)
- Health and Safety with First Aid Policy 2026–27
- Supporting Children at School with Medical Needs (Allergy Safety) Policy 2026–27

- Children with Health Needs Who Cannot Attend School Policy 2026–27
- Complaints Policy 2026–27
- Home/School Agreement 2026–27
- Parent and Carer Code of Conduct 2026–27
- Child Protection and Safeguarding Policy 2026–27
- Data Protection Policy 2026–27
- Staff Code of Conduct 2026–27
- Staff Sickness and Absence Policy 2026–27 (including reasonable adjustments for disabled staff)
- Online Safety Policy
- Assessment Policy 2026–27 (including access arrangements)

3. Context: Our School Site, Community, and Approach

3.1 The school site

St Mary's CofE Primary occupies a site at Fowler Road, Islington, with characteristics typical of an inner-London primary school. Key features:

- Flat site overall, with the building entered by eight external steps at the front of the school. Step-free access is provided via a one-step alternative entrance, a ramp access route, and a lift connecting internal levels
- Single main building with adjoining play and courtyard space
- Ground-floor accessible WC for adults; an accessible toilet for children in the Early Years classroom
- Hall and courtyard spaces used for assemblies, lunch, indoor PE, performances, and after-school provision
- Classroom layout historically tight in Reception and Key Stage 1 — a known constraint we have been working to improve
- Lift access to upper levels
- Auditory fire alarm system, with visual alarms planned
- Accessible buzzer entry system at the main gate (with both low and high buzzers); automatic doors and gate; sloped main entrance; main reception desk accessible to wheelchair users
- Premises Manager with day-to-day responsibility for site safety and access

3.2 Our community

- St Mary's serves a diverse community in Islington with approximately 64% of pupils eligible for pupil premium
- A high proportion of EAL pupils and families
- A growing identification of neurodivergent pupils — autism, ADHD, dyslexia — reflecting both sector trends and the school's improving identification practices
- Pupils with medical needs including diabetes and epilepsy, supported through Individual Healthcare Plans

- Pupils and families with mental health needs, supported through pastoral care, the SENCO, the school's links with the Bright Start practitioner, and onward referral where indicated
- Families where parents themselves have disabilities, mental health needs, or sensory impairments

3.3 Previous adaptations and provision

Over the years, the school has made the following adaptations to improve accessibility. This is the institutional history we build on, and inspectors, parents considering joining the school, and disabled members of our community can see what has already been done:

- Accessible buzzer entry system (low and high)
- Ramp access route into the school site
- Widening of all classroom doors
- Lowering of classroom light switches to enable independent use
- Enhanced lighting in classrooms for visual access
- Door closures fitted on communal corridor doors to ensure doors safely remain open for wheelchair and mobility access
- Children's and staff tables, chairs and desks brought within recommended height guidelines
- Translation Tool added to the school website to allow multi-lingual access
- Dyslexia Friendly Classroom training from a specialist Dyslexia teacher
- Reduction of use of laminates in class displays to reduce glare
- Hearing Loops installed in key meeting and assembly spaces
- Improved lighting in the hall, with remote-operated blinds at all windows
- Improved lighting in all classrooms, with blinds at all windows
- Room signs with photographs of staff members, lowered for ease of access by children
- Electronic whiteboards in teaching rooms — benefit pupils with SEN and visual difficulties
- Arrangements for interpreters at parent/teacher meetings where required
- Staff trained to support pupils with medical needs, including diabetes and epilepsy
- Increased use of iPads and Chromebooks as accessibility tools
- Class Dojo translation feature used routinely for parent communication
- PECS and Makaton symbols used on key signs around the school
- Links with specialist outreach services — Samuel Rhodes School, The Bridge, Richard Cloudesley School Outreach service
- Bright Start practitioner working with the school on early help
- Regular parent workshops and coffee mornings to engage all parents

4. The Three Statutory Areas

4.1 Area 1 — Increasing curriculum access for disabled pupils

Under paragraph 3(2)(a) of Schedule 10 EqA 2010, the school must take steps to increase the extent to which disabled pupils can participate in the school's curriculum. 'Curriculum' here

includes teaching and learning across all subjects, and the wider curriculum — PE, music, art, drama, school visits, after-school clubs, residential, and leisure and cultural activities.

What this looks like at St Mary's

- Quality first teaching — the foundation of all disabled pupils' curriculum access. Teachers plan with the diversity of the class in mind, with adjustments anticipated rather than added after the fact
- Differentiated and adapted teaching for pupils with SEND, in line with the SEND Code of Practice 2015 graduated approach (assess, plan, do, review)
- Specialist resources and equipment — visual timetables, fidget tools, ear defenders, wobble cushions, writing slopes, coloured overlays, specialist seating where needed
- Self-regulation spaces in classrooms (introduced in the previous plan; now being embedded across the school)
- Quiet space for pupils requiring sensory regulation
- iPads and Chromebooks used as accessibility tools — voice-to-text, screen readers, text-to-speech, magnification, captioning
- AI-supported accessibility — emerging use of AI tools to support reading, writing, and language access, in line with the school's Teaching and Learning AI Policy 2025–26
- Outreach partnerships with Samuel Rhodes, The Bridge, and Richard Cloudesley for specialist expertise
- Inclusion in school visits and residential with risk assessment, advance planning, and adjustments to support participation
- Inclusion in after-school clubs — the school works with club providers to ensure disabled pupils can take part
- PE adapted for inclusion — all children participate, with adjustments for disability
- Access arrangements for statutory assessments — SATs, MTC, Phonics Screening Check — in line with STA guidance and individual need
- Counselling and mental health support — internal pastoral, plus referral to CAMHS, school-based emotional support, and the Bright Start practitioner where indicated

4.2 Area 2 — Improving the physical environment

Under paragraph 3(2)(b) of Schedule 10 EqA 2010, the school must take steps to improve the physical environment for the purpose of increasing the extent to which disabled pupils can take advantage of education and the school's facilities and services.

What this looks like at St Mary's

- Existing physical adaptations — see Section 3.3 for the full history
- Ongoing maintenance of ramp, lift, and step-free access routes — annual safety checks
- Clear corridors and circulation routes — displays, equipment storage, and bags managed to maintain wheelchair access
- Accessible toilets and changing facilities — ground-floor accessible WC; child-accessible toilet in Early Years
- Hearing loops in main meeting spaces
- Visual contrast — attention to colour contrast on signage, door frames, and stair edges

- Lighting — enhanced lighting in classrooms and hall; blinds at all windows; reduction in laminate use to reduce glare
- Sensory considerations — quiet spaces, sensory-aware classroom design, awareness of noise and lighting impact on neurodivergent pupils
- Personal Emergency Evacuation Plans (PEEPs) for any pupil or adult who needs one
- Personal Risk Assessments for individuals where indicated

The school's Victorian-origin site presents limits to what can be achieved without capital investment. The Plan is honest about these limits and identifies workarounds. Where physical access cannot be fully achieved, the school commits to making alternative arrangements (e.g. lessons relocated to accessible spaces, alternative formats for activities, individual support). The school works with the LA and LDBS on capital priorities for the site.

4.3 Area 3 — Improving accessible information

Under paragraph 3(2)(c) of Schedule 10 EqA 2010, the school must improve the delivery to disabled pupils, within a reasonable time, of information which is readily accessible to non-disabled pupils — in ways determined after taking account of pupils' disabilities and the preferences expressed by them or their parents.

What this looks like at St Mary's

- Arbor as the primary digital communication channel — with built-in translation into the parent's preferred language
- School website — worked toward WCAG 2.1 AA compliance in line with DfE 2025/26 website requirements; with translation tool
- Documents in alternative formats on request — large print, audio, simplified summary, electronic format compatible with screen readers
- Translation services — written translation of key documents, and interpreter support at parents' evenings and meetings
- PECS and Makaton symbols on key signs around the school, including the reception area, key rooms, and shared spaces
- Visual timetables in classrooms, supporting access for pupils with autism, ADHD, EAL, and other communication needs
- Photographic signs of staff members at room doors — lowered for child eye level
- Plain English summaries of key policies, including this Plan (in development for 2026–27)
- Parent workshops and coffee mornings — making information accessible in spoken as well as written form
- SEN Information Report published on the school website in line with the SEND Code of Practice 2015
- One-to-one conversations — always available where parents need to discuss things rather than read about them

5. Reasonable Adjustments for Disabled Parents, Carers, Visitors, and Staff

5.1 The duty

Section 20 of the Equality Act 2010 places a duty on the school to make reasonable adjustments to avoid disadvantage to disabled persons in relation to provisions, criteria or practices; physical features; and the provision of auxiliary aids. This duty extends not only to disabled pupils but to:

- Disabled parents and carers — in their engagement with the school
- Disabled visitors — in their access to school events, premises, and information
- Disabled staff — in their employment and work environment
- Disabled governors — in their participation in governance
- Disabled members of the public — in their engagement with the school as a public service

5.2 Adjustments the school commonly makes

- Documents in alternative formats (large print, audio, electronic compatible with screen readers, plain English summaries)
- Translation and interpreter support at meetings and on key written communications
- Choice of meeting venue, format, and timing — in-person, by phone, online; with breaks; with extended duration where indicated
- Companion or advocate at meetings — friend, family member, trade union representative, formal advocate
- Written follow-up of verbal discussions for parents with memory, processing, or hearing needs
- Sensitivity in communication style and pace for parents with mental health needs, anxiety, autism, ADHD, or other neurodivergence
- Adjustments to the parent code of conduct procedure where parental disability informs how concerns are raised — see Parent and Carer Code of Conduct 2026–27
- Adjustments to complaints procedures — see Complaints Policy 2026–27
- Physical access to school events — reserved seating, accessible viewing positions at performances, accessible toilet access, sensory-aware planning
- Adjustments to staff sickness and attendance processes for disabled staff — see Staff Sickness and Absence Policy 2026–27
- Workplace adjustments for disabled staff — equipment, hours, duties, environmental modifications, in line with Equality Act 2010 s.20 and Access to Work where relevant

5.3 How adjustments are requested and considered

- Adjustments can be requested at any time — verbally, in writing, through the SENCO, the office team, or directly to the Headteacher
- Requests are considered individually and proportionately
- The school does not require a medical diagnosis to make an adjustment — the question is whether the adjustment is reasonable in the context
- Adjustments are reviewed periodically as needs change
- Where the school cannot make a requested adjustment, it explains why and explores alternatives

- Concerns about adjustments can be raised through the Complaints Policy 2026–27

6. Action Plan 2025–2028

The action plan below sets out the specific actions the school is taking across the three statutory areas, with timescales, named accountable leads, and success criteria. The plan is reviewed annually — actions are updated, completed actions are closed, new actions are added based on emerging needs.

6.1 Area 1 — Curriculum access action plan

Action	Strategy	Lead	Timescale	Success criteria
Embed self-regulation spaces in every classroom	Audit and roll out across all year groups; staff training; pupil voice on use	SENCO + SLT	By July 2027	All classrooms have a designated self-regulation space; pupils report using them; reduced behaviour incidents
Expand AI accessibility tools for pupils	Pilot voice-to-text and reading support tools with named pupils; evaluate; scale	Computing Lead + SENCO	Pilot 2026–27; scale 2027–28	AI tools used by named pupils where helpful; staff trained; impact documented
Maintain partnerships with Samuel Rhodes, The Bridge, Richard Cloudesley Outreach	Annual review of outreach links; joint training; specific casework engagement	SENCO	Ongoing	Each partnership engaged at least once per year on specific casework or training
Increase iPad/Chromebook provision for accessibility	Capital plan to increase device provision; training on accessibility features	Computing Lead + School Business Manager	By July 2028	Sufficient devices available to support disabled pupils' curriculum access
Improve access arrangements for statutory assessments	SENCO leads on STA guidance; train staff; document arrangements for each pupil	SENCO + Assessment Lead	Annually	All eligible pupils receive appropriate access arrangements; documented and reviewed
Strengthen mental health and emotional support	Continue Bright Start link; embed wellbeing curriculum; train staff in trauma-aware practice	Headteacher + SENCO + PSHE Lead	Ongoing	Reduced barriers to learning from mental health; pupil voice positive

6.2 Area 2 — Physical environment action plan

Action	Strategy	Lead	Timescale	Success criteria
Ensure clear corridors and circulation routes	Termly audit; resolve any obstructions; staff training on storage and display practice	Premises Manager + SLT	Termly	Corridors and shared spaces clear at audit; wheelchair access maintained
Install visual fire alarms	Capital plan; quotation; installation; staff training	Premises Manager + SLT	By July 2027	Visual fire alarms operational across the site; included in fire drills
Plan and install automated internal doors	Capital plan; identify priority doors; quotation; phased installation	Premises Manager + SLT	Phased by July 2028	Key internal doors automated; wheelchair access improved
Install emergency call point for wheelchair users	Risk assessment; identification of optimal location; installation	Premises Manager + SLT	By July 2026	Emergency call point installed and tested
Adapt children's urinals for accessibility	Specialist advice; quotation; adaptation	Premises Manager	By July 2027	Urinals adapted to accommodate needs of all pupils
Increase classroom floor space in Reception and KS1	Redesign of coat areas; rationalise storage; consider movable furniture	Premises Manager + EYFS/KS1 phase leads	By July 2028	Increased usable floor space in target classrooms; staff and pupil feedback positive
Redesign medical storage arrangements	Review of current arrangements; consultation with school nurse; redesign	School Business Manager + SENCO	By July 2026	Medical storage allows independent and dignified access
Identify and equip a dedicated quiet space	Identify suitable room; furnish with sensory-aware equipment; protocol for use	SENCO + SLT	By July 2026	Quiet space available and used by named pupils; pupil voice positive
Personal Emergency Evacuation Plans (PEEPs)	Identify all pupils and staff needing PEEPs; develop; review	Premises Manager + SENCO + HR	Reviewed termly	All who need a PEEP have one; PEEPs tested in drills
Annual access audit	Premises Manager and SENCO walk the site annually; produce audit report; feed into action plan	Premises Manager + SENCO	Annually — Autumn term	Audit completed; report to Governing Body; actions added to plan

6.3 Area 3 — Accessible information action plan

Action	Strategy	Lead	Timescale	Success criteria
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Achieve WCAG 2.1 AA compliance on school website	Audit; remediation; ongoing checks; staff training in accessible content	Headteacher + website developer	By July 2027	Website meets WCAG 2.1 AA standard; periodic audits passed
Plain English summaries of key policies	Identify priority policies; produce summaries; publish	Headteacher	By July 2027	Plain English summaries available for all parent-facing policies
Expand PECS/Makaton signage	Audit current signage; identify gaps; produce and install additional signs	SENCO + Premises Manager	By July 2026	All key spaces have PECS/Makaton signage
Welcome sign in reception	Design; install; include visual support PECS and Makaton	Premises Manager + SLT	By December 2026	Welcome sign installed; parents and visitors report feeling welcomed
Ongoing Arbor and translation use	Maintain; train new staff; promote to all parents	Office Team + Class teachers	Ongoing	All parents able to receive and read key communication in their preferred language
Parent workshops and coffee mornings	Programme of workshops on key topics; coffee mornings termly	Headteacher + SENCO + Family Liaison	Termly	Regular workshops well-attended; parent voice positive
SEN Information Report kept current	Annual update in line with SEND Code of Practice 2015	SENCO	Annually	Report up to date; available on school website
Disability and inclusion awareness in assemblies and curriculum	Plan assembly themes addressing disability, neurodivergence, mental health; weave through PSHE and wider curriculum	RE/Worship Lead + PSHE Lead	Annually planned	Pupils able to discuss disability with awareness and respect; pupil voice positive

7. Awareness Raising and Inclusive Culture

A school cannot be accessible only through buildings and documents. Accessibility is also a cultural achievement — the everyday assumptions, the way teachers talk about difference, the inclusion of disabled people in stories and history, the matter-of-fact normalisation of adjustments. The Plan therefore addresses awareness alongside the physical and curriculum changes:

- Curriculum opportunities — disabled people are present in the texts pupils read, the historical figures they study, the artists and musicians they encounter; disability is treated as part of the human story, not a special topic
- Collective worship — addresses disability, inclusion, and difference through stories, role models, and Christian teaching on the dignity of every person

- Assembly themes — explicit themes on disability, neurodivergence, mental health, and inclusion at planned points in the year
- PSHE and RSHE — explore disability, neurodivergence, mental health, and inclusion across the year groups
- Staff training — ongoing CPD on SEND, autism, ADHD, dyslexia, mental health, trauma-informed practice; specialist input from Samuel Rhodes, The Bridge, Richard Cloudesley, and EP services as appropriate
- Pupil voice — the pupil council, RRS steering group, and Worry Boxes give voice to pupils on their experience of school
- Parent voice — parents of disabled children are explicitly invited into the development of provision; coffee mornings, parent workshops, individual review meetings
- Anti-bullying — specific attention to disability-related bullying; covered in the Positive Relationships Policy 2026–27 and forthcoming Anti-Bullying Policy

8. Data, Information, and Confidentiality

8.1 Disability data

Information about disability is special category personal data under Article 9 of UK GDPR. The school processes this data under:

- Article 6(1)(c) UK GDPR — legal obligation (in particular, Schedule 10 EqA 2010, SEND statutory framework)
- Article 6(1)(e) UK GDPR — public task
- Article 9(2)(b) UK GDPR — obligations in the field of employment, social security, and social protection law (where relevant for staff)
- Article 9(2)(g) UK GDPR — substantial public interest, in line with Schedule 1 of the Data Protection Act 2018

8.2 Confidentiality

- Information about a pupil's disability is shared on a need-to-know basis
- Parents and pupils are involved in decisions about who needs to know
- Pupils with EHCPs have their information shared in line with the EHCP framework
- Staff with disabilities have their information held confidentially in line with the Staff Sickness and Absence Policy 2026–27
- Disability-related concerns or complaints are handled in line with the Complaints Policy 2026–27

8.3 Data subject rights

- Subject Access Rights apply to disability-related records, including the right to see what is held and to request rectification
- Under the Data (Use and Access) Act 2025, SAR confirmation timelines are 5 working days (from 5 February 2026), with full response within standard timescales (extendable for complex cases)
- Complaints to the ICO must be made within 6 months of the relevant event from 19 June 2026

- Further detail in the school's Data Protection Policy 2026–27 and Pupil and Parent Privacy Notices

9. Roles and Responsibilities

Role	Responsibility for accessibility
Governing Body	Approves this Plan; reviews annually; receives termly updates on action plan progress; ensures the Plan is published and accessible; commissions capital where required for physical adaptations
Chair of Governors (Rebecca Shilling)	Engages with the Headteacher on accessibility matters; ensures the duty under Schedule 10 EqA 2010 is met; receives reports
SEND Link Governor	Specific accessibility and SEND oversight; meetings with the SENCO; reports to Full Governing Body
Executive Headteacher (Anthony David)	Senior accountable leader for this Plan; chairs implementation; reports to governors; ensures capital and revenue resourcing
SENCO (Lucy Courtney-Diggins)	Operational lead for accessibility for pupils with SEND; manages individual cases; SEN Information Report; outreach partnerships; reasonable adjustments for disabled pupils and parents
Premises Manager	Physical environment lead; site audits; coordination of capital works; PEEPs; fire safety including visual alarms; access routes and ramp/lift maintenance
School Finance Officer	Resources and procurement for accessibility; coordination of medical storage; HR coordination for disabled staff adjustments
Computing Lead	Accessibility of digital technology; AI-assisted accessibility; iPad/Chromebook provision; website WCAG compliance
Assessment Lead	Access arrangements for statutory assessments in line with STA guidance
Designated Safeguarding Lead	Safeguarding considerations for pupils with disabilities (KCSIE 2026 Chapter on children with SEND and disabilities)
Class teachers	Quality first teaching for disabled pupils in their class; differentiation; classroom adjustments; pupil voice

All staff	Awareness of disability; reasonable adjustments in daily practice; CPD engagement; respectful and inclusive language
Office team	First point of contact for parents requesting alternative formats, interpreters, or adjustments to meetings; welcoming reception practice
Data Protection Officer (Claire Mahegan)	Advises on processing of disability-related data; SARs; ICO complaints

10. Monitoring, Review and Consultation

10.1 Monitoring

- Termly report to the Governing Body Personnel / Standards Committee on action plan progress
- Annual report to the Full Governing Body on the operation of this Plan, including disability equality information published as part of the Public Sector Equality Duty
- Equality monitoring of pupil outcomes — attainment, progress, attendance, exclusions, behaviour incidents — disaggregated by disability
- Pupil voice — routine, age-appropriate engagement with disabled pupils on their experience
- Parent voice — specific engagement with parents of disabled children, including at annual review meetings, coffee mornings, and through the SENCO
- Staff voice — disabled staff voice on the operation of this Plan and on workplace adjustments

10.2 Review

- Annual refresh of this Plan, with updated action plan and revised priorities
- Full review of the Plan in Autumn 2028, with consultation on the 2028–2031 plan
- Earlier review on statutory change, on major incident, or on inspection finding

10.3 Consultation

This Plan has been developed in consultation with:

- Disabled pupils and parents of disabled children
- The SENCO and SEN Link Governor
- The Premises Manager
- The whole staff team
- The Governing Body
- Specialist outreach partners — Samuel Rhodes, The Bridge, Richard Cloudesley Outreach
- The London Borough of Islington Inclusion team
- The London Diocesan Board for Schools (LDBS)
- Bright Start practitioner

- Trade union representatives

10.4 Concerns and complaints about accessibility

Concerns or complaints about any aspect of accessibility — physical environment, curriculum participation, information, reasonable adjustments — are raised through the school's Complaints Policy 2026–27. The Complaints Policy includes specific provisions for reasonable adjustments to the complaints procedure itself (see Section 12 of the Complaints Policy).

10.5 Sign-off

Role	Name and date
Headteacher	Anthony David
Date	[Date]
SENCO	Lucy Courtney-Diggins
Date	[Date]
Chair of Governors	Rebecca Shilling
Date	[Date]
SEND Link Governor	[Name]
Date	[Date]
Parent and community consultation completed	[Date]

Appendix A: Access Audit (Current State)

This audit records the current accessibility features of the school site. It is reviewed annually by the Premises Manager and SENCO.

Feature	Current state	Planned action	Timescale
Storeys	Flat overall site. Entered by 8 external steps at front. Lift access; one-step access; ramp access routes available.	Annual maintenance checks	Annual
Corridors	Tidy, free from obstructions, accessible for wheelchairs.	Plan for automated internal doors (phased)	By July 2028
Fire alarms	Auditory system operational.	Install visual fire alarms	By July 2027

Emergency escape routes	Labelled and lit; clearly displayed. Personal Evacuation Plans for those who need them.	Install emergency call point for wheelchair users	By July 2026
Entrances	Accessible buzzer entry system (low and high). Automatic doors and gate. Sloped main entrance. Main desk accessible for wheelchair users.	Ongoing maintenance	Ongoing
Ramps	Classrooms with playground access are accessible by wheelchair via ramp.	Ongoing maintenance	Ongoing
Toilets	One accessible toilet for adults; one accessible toilet in Early Years for children.	Maintain; consider additional adapted facilities as need arises	Ongoing
Children's urinals	Current arrangement not optimal for all pupils.	Adapt urinals for accessibility	By July 2027
Classroom space (Reception/KS1)	Historically tight; coat areas constrained.	Redesign coat areas; rationalise storage to increase floor space	By July 2028
Self-regulation / quiet space	In development; spaces identified within classrooms; need for dedicated quiet space.	Identify and equip dedicated quiet space	By July 2026
Medical storage	Current arrangements being reviewed for ease of access and dignity.	Redesign medical storage	By July 2026
Lighting	Enhanced classroom and hall lighting; blinds at all windows; reduced laminate use.	Maintain; respond to specific pupil/staff sensory needs	Ongoing
Signage	PECS and Makaton on key signs. Photographic signs of staff at room doors, lowered for children.	Welcome sign in reception; expand PECS/Makaton coverage	By December 2026
Hearing loops	Installed in main meeting and assembly spaces.	Maintain and test	Annual
Digital accessibility	Class Dojo translation; school website translation tool; iPads/Chromebooks for accessibility use.	Achieve WCAG 2.1 AA on website; expand AI accessibility tools	By July 2027
Interpreter and translation	Available on request for meetings; routine for parents' evenings as needed.	Maintain; promote awareness of availability	Ongoing
PEEPs	In place for individuals who need them.	Termly review	Termly

Appendix B: Key Contacts and Partnerships

B.1 Key contacts at school

Contact	Detail
School office	020 7359 1870 / [school office email]
Executive Headteacher	Anthony David, c/o school office
SENCO	Lucy Courtney-Diggins, 020 7359 1870
Chair of Governors	Rebecca Shilling, c/o school office
SEND Link Governor	[Name], c/o school office
Premises Manager	[Name], c/o school office
Designated Safeguarding Lead	[Name and contact]
Data Protection Officer	Claire Mahegan

B.2 Specialist partners and local agencies

Partner	Role
Samuel Rhodes School	Specialist outreach support for pupils with SEND
The Bridge School	Specialist outreach support for pupils with autism and complex needs
Richard Cloudesley School Outreach service	Specialist outreach support for pupils with physical disabilities
Bright Start	Early help practitioner working with the school
London Borough of Islington — Inclusion team	LA SEND and inclusion advice and support
Islington Educational Psychology Service	EP assessment and advice
Islington SENDIASS	Independent advice and support for parents on SEND
London Diocesan Board for Schools (LDBS)	Diocesan support and advice; 020 7932 1147 / www.ldbs.co.uk

Islington MASH (safeguarding concerns)	[Islington MASH contact]
CAMHS (Islington)	[Local CAMHS contact]

B.3 Support for parents and carers of disabled children

- SENDIASS (Islington) — free, confidential, impartial advice on SEND: [Islington SENDIASS contact]
- IPSEA — free legally based information, advice and support: www.ipsea.org.uk
- Coram Children’s Legal Centre — specialist legal advice on children and education law: www.childrenslegalcentre.com
- Contact — charity for families with disabled children: www.contact.org.uk
- Council for Disabled Children — information and resources: councilfordisabledchildren.org.uk
- MIND (mental health) — www.mind.org.uk
- Autism Education Trust — www.autismeducationtrust.org.uk
- British Dyslexia Association — www.bdadyslexia.org.uk

Appendix C: Glossary and References

C.1 Key terms

Term	Meaning
Disability (EqA 2010)	A physical or mental impairment with substantial and long-term adverse effect on ability to carry out normal day-to-day activities
Substantial	More than minor or trivial (s.212(1) EqA 2010)
Long-term	Lasted, or likely to last, at least 12 months (Schedule 1 EqA 2010); or likely to recur
Reasonable adjustment	Adjustment required under s.20 EqA 2010 to avoid disadvantage to disabled persons
Anticipatory duty	The duty to anticipate the needs of disabled persons rather than waiting for an individual to request an adjustment
EHCP	Education, Health and Care Plan (Children and Families Act 2014, Part 3)
SEN Information Report	Statutory annual publication required of all maintained schools (SEND Code of Practice 2015)
PEEP	Personal Emergency Evacuation Plan
PECS	Picture Exchange Communication System

Makaton	Language programme using signs and symbols
PSED	Public Sector Equality Duty (s.149 EqA 2010)
WCAG 2.1 AA	Web Content Accessibility Guidelines, version 2.1, level AA — the international standard for accessible digital content
STA	Standards and Testing Agency — manages statutory assessments and access arrangements
CAMHS	Child and Adolescent Mental Health Services

C.2 Key references

- Equality Act 2010, in particular ss.6, 13, 15, 19, 20, 26, 27, 85, 149, and Schedules 1 and 10
- Children and Families Act 2014, Part 3 (SEND)
- SEND Code of Practice: 0 to 25 years (2015)
- Education Act 1996, s.317 and related provisions
- Education Act 2002, s.175
- Worker Protection (Amendment of Equality Act 2010) Act 2023
- Keeping Children Safe in Education 2026
- Health and Safety at Work etc. Act 1974
- UK GDPR, Data Protection Act 2018, Data (Use and Access) Act 2025
- Web Content Accessibility Guidelines (WCAG) 2.1 AA
- DfE: 'The Equality Act 2010 and schools — advice for school leaders, school staff, governing bodies and local authorities'
- DfE: 'Statutory policies for schools and academy trusts'
- DfE: 'School website requirements 2025/26'
- UN Convention on the Rights of the Child
- UNICEF UK Rights Respecting Schools framework

Our vision

We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us.