



Life in all its fullness

learning together, inspiring each other,
achieving our best

Marshfield CE VC Primary School

STATUTORY ACCESSIBILITY PLAN (2026–2029)

Document Status:

Statutory Accessibility Plan & Strategy

Ratified by Governing Body:

October 2026

Effective Period:

October 2026 – July 2029 (3-Year Statutory Cycle)

Annual Review Date:

October 2027 (Monitored Annually by SENCo & Governors)

Key Responsibilities:

Governing Body, Headteacher, SENCo, Premises Committee

1. Vision, Ethos and Statutory Framework

At Marshfield CE VC Primary School, our core vision—‘Learning Together, Inspiring Each Other, Achieving Our Best’—is rooted in our Christian foundation as a Voluntary Controlled Church of England primary school. We believe that every child and adult in our school community possesses inherent dignity, and is entitled to fully participate in all aspects of school life.

This Accessibility Plan is drawn up in accordance with the planning duty placed upon all schools by Schedule 10 of the Equality Act 2010, the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, the Children and Families Act 2014, and Department for Education (DfE) guidance 'The Equality Act 2010 and schools'. It directly complements the Marshfield CE VC Primary School Equalities Policy and Objectives (2026–2030) and our SEND Information Report.

Definition of Disability under the Equality Act 2010

Under Section 6 of the Equality Act 2010, a person has a disability 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 means 'has lasted or is likely to last for at least 12 months'.

This definition includes pupils with sensory impairments (such as visual or hearing difficulties), mobility difficulties, long-term health conditions (e.g., asthma, diabetes, epilepsy, severe allergies), neurodivergent

conditions (e.g., Autism Spectrum Condition, ADHD, Dyslexia), and social, emotional, and mental health (SEMH) needs.

The Three Statutory Accessibility Pillars

In line with Schedule 10 of the Equality Act 2010, Marshfield CE VC Primary School is committed to maintaining and implementing a strategic plan across three core pillars:

- **Pillar 1 - Curriculum Access:** Increasing the extent to which disabled pupils can participate in the school curriculum (covering teaching and learning, subject content, extra-curricular activities, educational visits, and outdoor learning).
- **Pillar 2 - Physical Environment:** Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents, and visitors can take advantage of education and associated services.
- **Pillar 3 - Information Delivery:** Improving the delivery of written and digital information to disabled pupils, parents, carers, and visitors in formats that are readily accessible.

2. School Audit & Baseline Assessment (September 2026)

Marshfield CE VC Primary School is a rural Church of England Voluntary Controlled Primary School within South Gloucestershire Local Authority. A comprehensive accessibility self-assessment conducted in preparation for the 2026–2029 plan identified key strengths and priority action areas across the three pillars:

Summary of Baseline Strengths

- **Curriculum Inclusion:** Established culture of High-Quality Inclusive Teaching (HQIT), supported by proactive SENCo advice, Individual Provision Maps (IPMs), and differentiated learning resources across EYFS, Key Stage 1 and Key Stage 2.
- **Physical Site:** Ground-level accessibility across core teaching blocks, flat access to main entrance areas, and established accessible toilet facilities.
- **Information Delivery:** Multi-channel digital communication via online platforms, school website updates, and willingness to adapt correspondence into enlarged print upon request.

Priority Areas for Enhancement (2026–2029)

- **Sensory & SEMH Provision:** Further enhancement of sensory-friendly learning spaces and quiet zones across all classrooms to support neurodivergent pupils and those with SEMH needs.
- **Physical Site Audit:** Ongoing maintenance and auditing of high-contrast step edging, outdoor pathway smoothness, and acoustic absorption in key halls and learning spaces.
- **Assistive Technology & Formats:** Standardisation of visual timetables, assistive software adoption (e.g., text-to-speech, screen overlay tools), and structured website accessibility compliance checks against WCAG 2.1 AA standards.

3. Three-Year Statutory Accessibility Action Plan (2026–2029)

The following detailed action plans outline the specific objectives, key strategies, lead responsibilities, resource allocations, timeframes, and measurable impact targets for Marshfield CE VC Primary School over the 2026–2029 cycle.

Pillar 1: Curriculum Accessibility Action Plan

Target / Objective	Key Actions & Strategies	Lead & Resources	Timeframe	Success Criteria & Impact
High-Quality Inclusive Teaching (HQIT) & Differentiated Pedagogy	Provide annual staff CPD on adaptive teaching strategies, scaffolding, and sensory processing needs. Ensure all lesson plans reflect accessibility adjustments.	SENCo / SLT Resourced via INSET budget	Term 1 2026 (Ongoing)	Teaching team apply adaptive teaching; reduced barriers for SEND pupils in learning audits.
Ensure Full Inclusion in Off-Site Trips & Residential Visits	Conduct comprehensive pre-trip risk assessments evaluating physical, medical, and sensory accessibility. Secure accessible transport and adapted venues.	Educational Visits Coordinator (EVC) / Class Teachers	Ongoing 2026–2029	Zero disabled pupils excluded from trips or residential visits due to accessibility barriers.
Expand Assistive Technology in Classrooms	Procure text-to-speech software, touchscreen devices, and ergonomic input devices. Train TAs to deploy assistive tech during independent writing/reading.	IT Lead / SENCo Resourced via SEN budget	By July 2027	Disabled pupils demonstrate increased independence and confidence in written work.
Promote PE, Sports & Extra-Curricular Access	Audit extra-curricular clubs and PE curriculum. Provide adapted sports equipment (e.g., sound balls, seated activities) and inclusive coaching techniques.	PE Lead / Headteacher	Term 2 2027	Increased participation rate of pupils with SEND, PP or vulnerability in clubs and school teams.

Pillar 2: Physical Environment Accessibility Action Plan

Target / Objective	Key Actions & Strategies	Lead & Resources	Timeframe	Success Criteria & Impact
Annual Physical Site & Safety Audit	Conduct annual walk-through audit of physical access: inspect ramps, handrails, door opening widths, threshold step-overs, and pathway surfaces.	Premises Committee / Site Manager	Annually (Sept 2026, 2027, 2028)	Full physical accessibility maintained; prompt remediation of identified site hazards.
Optimize Classroom Sensory Environments	Develop quiet sensory breakout spaces in learning areas. Implement. Create quiet lunch spaces for those with high sensory needs.	Headteacher / SENCo	Phased 2026–2028	Reduced sensory overload; improved listening environment for pupils with hearing/sensory needs.
Personal Emergency Evacuation Plans (PEEPs)	Draft, review, and display PEEPs for every pupil, staff member, or regular visitor with mobility or sensory impairments affecting emergency egress.	Headteacher / Health & Safety Governor	Reviewed Termly	All individuals with mobility needs have active, tested PEEPs understood by designated staff.

Pillar 3: Written & Digital Information Access Action Plan

Target / Objective	Key Actions & Strategies	Lead & Resources	Timeframe	Success Criteria & Impact
Enhance Website Accessibility & Digital Platform Standards	Audit school website against WCAG 2.1 AA standards. Ensure alt-text for images, screen-reader compatibility, and downloadable PDFs in accessible text formats.	Website Admin / IT Lead	Annual Audit (December)	School website fully compliant with public sector digital accessibility standards.
Alternative Written Formats for Parents & Pupils	Establish protocol for providing school communications, letters, newsletters, and reports in large print, dyslexic-friendly fonts, or audio/translated formats upon request.	School Office Manager / SENCo	Immediate & Ongoing	All parents/carers able to access critical information in their preferred accessible format.

Embed Visual Timetables & Accessible Learning Displays	Standardise the use of visual timetables, clear fonts, and high-contrast display boards across all EYFS, KS1, and KS2 classrooms.	Class Teachers / Teaching Assistants	Term 1 2026 (Sustained)	Pupils with processing or communication needs display enhanced routines and lower anxiety.
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4. Leadership, Governance and Monitoring

The Governing Body of Marshfield CE VC Primary School, supported by the Headteacher and SENCo, holds overall legal responsibility for ensuring the implementation and monitoring of this Accessibility Plan.

Monitoring & Review Mechanisms

- **Annual Progress Evaluation:** The SENCo and Headteacher will review progress against the action plan milestones annually in September, presenting a report to the Governing Body.
- **Premises Inspections:** The Premises Committee will incorporate accessibility site walks into routine health and safety inspections.
- **Three-Year Statutory Cycle:** The Accessibility Plan will be formally reviewed and rewritten every three years (next complete review due July 2029).
- **Integration with SDP:** Priorities from this plan will feed directly into the annual School Development Plan (SDP) and capital expenditure budget allocation.

Consultation & Publication

In developing and updating this Accessibility Plan, Marshfield CE VC Primary School consults with pupils, parents and carers, staff, South Gloucestershire Local Authority SEND advisory teams, and local healthcare professionals.

This plan is published on the Marshfield CE VC Primary School website and is available in paper format or alternative accessible formats upon request from the school office.