



Hoo St Werburgh Primary School
&
The Marlborough

Accessibility Plan

September 2025

Signatories

Head of School	Mrs L Boffa	
Executive Head	Mrs E Poad	<i>E. Poad</i>
Chair of Governors	Mrs A Costidell	

Members of Staff Responsible:

Mrs L Boffa	Head of School
Mrs L Banks	Deputy Head of School

Review

Dated	September 2025
Next Review	3 Years – September 2028

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to being an inclusive school where all pupils, including those with disabilities, are supported to participate fully in school life. This is reflected in our integrated approach between the main school and The Marlborough, shared activities, and an open admissions policy.

The plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and will draw on the resources of our academy trust 'The Rivermead Inclusive Trust' to help implement our plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, governors and school staff.

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

According to the *SEND Code of Practice: 0 to 25 years* (DfE, updated September 2024), a child or young person is considered to have a special educational need or disability (SEND) if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the above categories when they reach that age, or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Under the Equality Act 2010, a person is considered to have 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.

Definition of special educational provision

For children aged two or older, special educational provision refers to educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream settings.

Hoo St Werburgh Primary School and The Marlborough has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's Equalities Information & Objectives statement incl. Public Sector Duty publication on the web site explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. Our website can be found at <http://www.hoo-st-werburgh.medway.sch.uk/>

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase access to the curriculum for pupils with a disability:

Our school offers a differentiated curriculum for all pupils.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed regularly to ensure it meets the needs of all pupils.

2. Improve and maintain access to the physical environment:

The environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Elevators
- Corridor width
- Nurture provisions
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Low stimulus environments in targeted areas
- OT support for pupils to maintain their mobility during the day.

3. Improve the delivery of information to pupils with a disability:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Induction loops
- Use of assistive technology
- Visual timetables
- Pictorial or symbolic representations (PECS)
- Signalong
- Adapted materials for those with visual impairment where needed.

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.