Highcliffe St Mark Primary School and Fledglings Pre-School

Accessibility Plan 2026-2029

Reviewed (date)	September 2026
Reviewed by (name)	Claire Barker
Approved by Governors (if applicable)	September 2026
Review due (date)	September 2029

Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

a) increase access to the curriculum for pupils with a disability
b) improve the physical environment of the school for pupils with a disability
c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school's Accessibility Plan.

1. School Context

Highcliffe St Mark Primary School is an inclusive Church of England foundation maintained school with an on-site pre-school provision for children from the term after their third birthday. The primary school provides education from Reception to Year 6 and is transitioning from a three-form to a two-form entry model following a planned reduction in Published Admission Number (PAN), which began in September 2026.
The school is committed to ensuring that all pupils, staff, parents and visitors can access the curriculum, information and physical environment regardless of need or disability.
The school benefits from extensive grounds and facilities, including forest school and wildlife areas, a pond, playing fields, a swimming pool, cooking room, music and drama studio, trim trails and outdoor gym equipment. Situated in the village of Highcliffe, close to the New Forest, Highcliffe Beach and Highcliffe Castle, the school is able to make use of a wide range of local learning and enrichment opportunities.
We have close links with our parish church, St Mark's Church, Highcliffe, and children regularly visit the church as part of the school's Christian ethos, collective worship and curriculum provision.

2. Vision and Aims

Our aim is for everyone at our school and pre-school to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Highcliffe St Mark Primary and Fledglings Pre-School, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Intimate Care Plans, Transition Plans, SEN Support Plans (detailing any advice from external agencies such as hearing/visual impairment advisors and Behaviour and Relationship Support Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

4. Other Policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Teaching and Learning Policy
- Health & Safety Policy (including off-site safety)
- Relationships and Behaviour Policy
- Anti-Bullying Policy
- School Development Plan

5. Pupil Data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Our pupils have the following areas of need:

Number of children	Need/ Condition
3	Hearing Impairment

3	Visual Impairment
5	impairments with fluctuating or recurring effects such as rheumatoid arthritis, chronic fatigue syndrome and epilepsy
5	auto-immune conditions
54	organ specific conditions such as asthma, cardiovascular diseases, stroke and heart disease
1	Multi-sensory impairment
11	Moderate Learning Difficulty
4	mental health conditions or mental illnesses, such as depression, anxiety, substance misuse and less commonly, psychotic disorders (e.g. schizophrenia and bipolar disorders). These are disturbances in the way people think, feel and behave and can disrupt their ability to learn and maintain relationships
4	Specific Learning Difficulty
34	Speech, Language and Communication needs
18	Social, Emotional and Mental Health
15	Autistic Spectrum Disorder
1	Anxiety Disorder
2	Global Developmental Delay
11	Attention Deficit (Hyperactivity) Disorder
10	Dyslexia

6. Current Good Practice

Access To The Curriculum

We ensure access to the curriculum for pupils with a disability through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Boards, netbooks and iPads) to support specific curriculum areas, e.g. maths and English
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of disabilities specific to our cohort on learning
- organising classrooms so that they promote the participation and independence of all pupils

- access to specialist teachers and teaching assistants to support pupils alongside specialists from outside: hearing and vision support and outreach from specialist school teachers
- employing a teaching assistant with knowledge of BSL to support children with hearing impairments
- employing a Teaching Assistant to work alongside our NHS Speech and Language Therapist, supporting children to develop their communication skills

The Physical Environment

At Highcliffe St Mark Primary School, we have improved the physical environment of the school to increase access for pupils with a disability by:

- dedicating 2 parking bays outside the main school entrance and 2 further parking bays in the main car park for pupils and families, and visitors with a disability providing 3 accessible toilets one of which has a shower and changing facilities (including a hydraulic changing table)
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds and curtains in the halls and classrooms
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible
- installing slopes or ramps where doorways were not level to allow access if using a wheelchair
- ensuring that there is a regularly serviced lift to the upstairs facilities which includes the music/drama room and cooking room as well as an emergency evacuation chair
- we have two accessible showers available
- ensuring that our pre-school has an accessible toilet facility

Access To Information

At Highcliffe St Mark Primary School, we make written information more accessible to pupils with a disability by:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout, colour, font choice and size of print
- having a point of contact on our website for anyone who wishes to have a policy explained to them
- using social stories and picture symbols to explain school rules for pupils who benefit from this

7. Sources Of Advice And Information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. We also regularly seek advice from outreach specialist teachers and NHS visitors working with our children such as physiotherapists, occupational therapists and speech therapists.

8. Implementation And Monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Highcliffe St Mark Primary School and Fledglings Pre-School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the BCP Council and Dorset County Council in implementing the Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility. Where necessary, environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility. We will consult with experts when new situations regarding pupils with disabilities are experienced.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through regular review by the Governing Body under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The school's complaints procedure covers the Accessibility Plan.

9. *Accessibility Action Plan*

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?	Date complete
Ensure Personal emergency evacuation plan (PEEPs) are up to date.	Regular reviews	Medical Lead and Health and Safety Manager	termly	Results of emergency evacuation drills demonstrate clear strategy in place and followed by all	
Ensure all areas of the site available to children have equal access for children with a disability	Maintenance of wildlife areas including paths and pond areas	Site manager and caretaker	Weekly check of site with ongoing work as required booked in/completed	All children and especially those with a physical disability can access the school grounds alongside their non-disabled peers	
Ongoing for CPD for teachers and LSAs on differentiating the curriculum and providing targeted support: eg Supporting children with Speech & Language difficulties; ASD training; dyslexia; supporting children with a hearing impairment	Identify staff training needs through performance reviews and needs-led within school. Identify best providers for training (eg Speech & Lang therapist, Ed Psych, SENDCo).	SLT, SENDCo and phase leaders	termly	All teachers and TAs are able to more fully meet the requirements of children with Special Needs and disabilities with regards to accessing the curriculum Increase in access to the National Curriculum	

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All out-of-school activities (eg educational visits and extracurricular clubs) are planned to ensure the participation of the whole range of pupils	Deployment of 1 to 1 TA support for pupils with additional needs or disabilities. (eg adults who are Epipen trained; social stories for ASD children; parental support)	Phase leaders and class teachers with EVC and SENDCo support as necessary	ongoing	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for pupils with additional needs or disabilities.	

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?	Date complete
Care plans in place for any children with medical conditions. Training provided for staff for specific medical requirements (E.g. Diabetes, significant allergies, heart conditions, epilepsy)	SENDCo to liaise with professionals and to organise training	Headteacher and Medical Lead	ongoing	Children with medical needs are confident in school and are supported to manage their needs Required staff have appropriate training for supporting medical conditions	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	Admin team supported by Headteacher	Available when required	All school information available for all Delivery of school information to parents and the local community improved	
Availability of written material in alternative formats, fonts and colours using most recent research and evidence based best practice	Staff CPD to support understanding of best approaches/methods	Class teachers and TAs supported by SENDCo	Available when required	The school will be able to provide written information in different formats when required for individual purposes Delivery of information/tasks to disabled pupils improved	

DOCUMENT CHANGE RECORD

VERSION	DATE	REVIEWER	COMMENT
1	27.6.23	CB	Major update and change to format
2	28.9.26	CB	Added Pre-School information/references throughout, updated demographics of current cohort