



ST MARY'S SCHOOL HAMPSTEAD

Accessibility POLICY

September 2025

Reviewed September 2025
Next Review Date: September 2026

MISSION STATEMENT

St Mary's School seeks to provide an outstanding education firmly founded on the Catholic Faith.

Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity, worth and wellbeing of each child, high standards are expected. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's is inclusive and welcomes girls from all communities and faith backgrounds, or none, and believes that all benefit from the school's values.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community.

Accessibility Plan 2025-2028

Ethos and aims

St Mary's School Hampstead ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's 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. It also includes entry into the school,

- improve the School's physical environment 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. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding/Equality, Diversity and Inclusion Policy.

The plan will be made available online on the school website and paper copies are available upon request.

How the plan is constructed

The School has a Disability Policy Review Committee which consists of Charlotte Owen (Headmistress), Sara Gibbins (Bursar), Philippa d'Aquino (Deputy Head) and Joel Futerman (SENDCo) and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled,
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future,
3. to prepare the School's SEND policy,
4. to prepare the School's Accessibility Plan,
5. to review such plans and policies as necessary and at least on an annual basis.

The School's Disability Policy Review Committee were central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Any queries in relation to the Accessibility Plan should be directed to the SENDCo via email. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Admissions Policy

- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy
- Equality and Diversity Policy

Aim 1: Parents to be aware of School's Admissions Policy for those children who have a disability, medical or other access needs.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Admissions: parents to be aware of admissions policy.	Audit the school literature with regard to admissions and make any necessary amendments.	Ongoing	Governors, SLT, SENDCo	Prospective parents are aware of school admissions literature.
Mention the equal opportunities policy at initial parent consultation meetings.	Update equal opportunities policy for the school.	Ongoing	Governors, SLT, SENDCo	Prospective parents are aware of equal opportunities policy.
School to be aware of any needs of the child.	New parental agreement.	Ongoing	Governors, SLT, SENDCo	Parents to declare any medical issues relating to their child of which the school should be made aware.

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with educational establishments to prepare for the intake of new children who transfer within year.	To identify pupils who may need adapted or additional provision.	Ongoing as need arises	HT, DHT, DOS, SENDCo, Head of EYFS	Provision set in place ready for when the children start school.
To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	SLT, SMT and Governors, Leaders of Learning	All policies clearly reflect inclusive practice and procedure.
To establish and maintain close liaison with parents.	To ensure collaboration and information sharing between school and families.	Ongoing	SLT, SMT and all teaching staff	Clear collaborative working approaches through regular meetings, IEP reviews, IHCP reviews and action planning.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	To ensure collaboration between all key personnel.	Ongoing	SLT, SENDCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.

Aim 3: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment.	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. Adjustments that the school cannot make: the nature of the building and/or the set-up of classrooms cannot be altered.	Ongoing	Governors, SLT, SENDCo, Premises Manager	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	Governors, SLT, SMT, SENDCo, all teaching staff, Site Manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

	Monitor all children in classes to ensure that any with disabilities are given full access to the curriculum.			
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Aim 4: To improve the delivery of information to pupils, staff, parents, carers and other members of the school community.

	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	SLT, teachers, admin team and SENDCO	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs, so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

Signed:



Miss Charlotte Owen

Headmistress