

ST MARGARET'S CE PRIMARY SCHOOL



ACCESSIBILITY POLICY AND PLAN

2025 - 2028

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Accessibility Policy:

Introduction:

At St Margaret's C.E. Primary School, through our whole school values of ***love and aspiration***, we aim to *shine brightly* helping every child to grow into the person God intended them to be. By *lovingly* providing pupils with a learning environment which is accessible to all, we believe that every pupil in our care can *aspire* to reach their true potential socially, academically and spiritually.

'You are the light of the world. A town built on a hill cannot be hidden.' Matthew 5:14

Within our school community, we strive to demonstrate a commitment to inclusion, in order to maximise the participation of all pupils to access the whole curriculum and all areas of school life. Our whole school vision that all pupils are '***created to shine***' is at the heart of everything that we do and believe.

We recognise that children with disabilities are a potentially vulnerable group who can be disadvantaged compared to their peers if policies, procedures and practices are not in place. We are fully committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and working closely with pupils who may have a disability, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This policy outlines how St Margaret's C.E. Primary School intends, over time, to increase the accessibility of our school.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal Framework and Definitions

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Equality Act 2010, along with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 [SEND code of practice: 0 to 25 years - GOV.UK](#) and Disability Discrimination Act 1995, define an individual as having a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The Department for Education summarises the duty as follows:

- *Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage.*
- *Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.*

Most children with special educational needs will not be disabled within the definition of the Acts. However, a significant proportion of those who are disabled will have special educational needs.

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented and monitoring both documents.
- Challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Headteacher and SENDCO are responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing body and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing they have oversight of the needs of pupils with SEND attending school and whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Ensuring that pupils with SEND are appropriately supported. • Consulting with the governing body, Local Authority and external agencies to support the school's Accessibility Plan and if challenging situations regarding pupils' disabilities arise.

Staff members are responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting pupils with a disability to access their environment and education wherever necessary, e.g. making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g- understand how to administer insulin, in line with the Administering Medicine Policy.

Accessibility Plan

We ensure the relevant accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

1. Increase access to the **school curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits and the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
2. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
3. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

St Margaret's CE Primary School the Local Authority policy, which states:

"The Act requires Local Education Authorities to produce an Accessibility Strategy, setting out how it will support its schools to improve their accessibility for pupils with disabilities (as defined by the Act) in the following three main areas (strands), by:

In addition, the West Sussex Accessibility Strategy seeks to:

- *Provide a positive and consistent commitment to inclusive education as the foundation for the continuing improvement of our educational provision;*
- *Reflect the wishes of parents, pupils themselves and local communities in the continuing provision by the education service of high-quality provision to meet the individual needs of all children;*
- *Reflect the strategic priorities and development priorities outlined in a range of key Corporate policy documents such as the Education Development Plan, the Strategic Special Educational Needs Development Plan, the Early Years Development and Childcare Implementation Plan, the Asset Management Plan and the County Strategy;*
- *Set out priority actions to address both immediate and future needs;*
- *Foster purposeful links between special and mainstream schools for mutual*

- support;*
- *Ensure that the Education Department as a whole is involved in implementing this Strategy;*
 - *Match planned actions to the available resources in schools and the County Council."*

St Margaret's School is already well placed to provide accessibility in many of the above issues.

Strand 1 – the Curriculum

We are increasingly aware of our responsibilities and ongoing commitment to continually developing and enhancing our full curricular provision for all children, including those with disabilities. We strive to ensure that our whole school ethos, vision and values of St Margaret's reflect this. Adjustments and adaptations to our teaching have, and continue to be interwoven into all aspects of the curriculum. Through employing an evidence based approach, a range of quality first teaching strategies and techniques are integral to all aspects of our teaching and learning for all children. Alongside this, we are committed to striving that personalised and tailored adaptations for children with disabilities are at the heart of all teaching and learning both in the classroom and beyond the school day. There is a readiness among staff for professional development. Good use is made of advice from the Support Service of WSCC, such as Behaviour Support, Speech and Language Therapy, Occupational Therapy and the Sensory Support Team for visual and hearing environmental assessment.

Strand 2 – Physical Environment

The LA policy states:

"The majority of schools can admit pupils with some disabilities as a result of work undertaken to provide ramped access, accessible toilets, etc. There are some schools within West Sussex which, because of the nature of their site and buildings, present a greater challenge."

St Margaret's has a ramped access and an accessible disabled toilet. Currently, plans are in progress for a workable lift to be accessible. This lift will provide complete access for the classrooms and learning environments for two-year groups that are accessed by walking up a few steps. Currently, these year groups can be accessed by an outside ramp with railings for any person who uses a wheelchair or for pushchairs etc. We seek the advice of the Sensory Support Team in assessing the learning and outdoor environment safety and suitability for all pupils including those with visual and hearing impairment.

Strand 3 – Written Information

The school helps to adapt the curriculum for pupils who have difficulty in gaining full access to written aspects of learning and wider school life. Examples of this

include, simplifying and enlarging written texts and a range of cross curricular information, interpreting and breaking down written print into more understandable vocabulary. Through the strategic deployment of a range of Learning Support Assistants across the school, we *aspire* to ensure that pupils who require more personalised adaptations receive this to ensure that they can access the curriculum in the same ways as any other pupil. For example, tasks may be broken down (chunked) into personalised smaller steps to enable a child to access the full curriculum at their level. Again, advice is taken from relevant WSCC support staff, and outside agencies as appropriate.

Our commitment to pupils

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. When a pupil with a disability is known to be attending St Margaret's CE Primary School, we aim to implement a plan which will include:

- Assessing any medical requirements which may include training
- Assessing any adaptations that may be required to the environment
- Establishing the resources that may need to be purchased
- Assessing if existing staff have the required skills and expertise to support that pupil.

However, we reserve the right to balance the ability of the school budget to meet any identified provision against how it will impact on the ability of the school to meet its wider obligations to all pupils.

Monitoring and review

This policy will be reviewed every three years, but may be updated more frequently if necessary or when new legislation or guidance concerning equality and disability is published. The governing body and headteacher will review the policy in collaboration with the SENCo. The Accessibility Plan will cover a three-year period ahead of the next review date: December 2028. Annual reviews will be carried out to ensure progress and outcomes are met.

ACCESSIBILITY PLAN October 2025 - October 2028

For all 3 key aims, the school will ensure that it complies with the Equality Act 2010

<http://www.gov.uk/guidance/equality-act-2010-guidance>

The tables below set out how the school will achieve these aims:

<i>Aims</i>	<i>Targeted Actions/ Tasks</i>	<i>Responsibility</i>	<i>Timescale</i>	<i>Outcomes, Monitoring, Evaluation</i>	<i>Resources</i>
<i>Ensure that policies and advice reflect the requirements of the Special Educational Needs and Disability Act 2001</i> https://www.legislation.gov.uk/ukpga/2001/10/contents	Review and update where necessary, all relevant policies and guidance to schools, e.g. Admissions, SEND, Exclusions, Curriculum Guidance, Offsite Activities, Health and Safety, etc. and revise as necessary	Head Teacher	On-going	Any identified barriers to curriculum access for current and future pupils with disabilities will be removed, and policies revised to embrace inclusive educational practice	
<i>To promote the development of effective and impactful inclusive school practice, with specific relevance to the Special Educational Needs and Disability Act, reducing barriers to educational access and raising pupil performance</i>	Provide training and/or support for: Where appropriate disability awareness training to school staff and governors Teachers and support staff on curriculum adaptation and different teaching/learning styles appropriate for children with disabilities: use of Pre-Key Stage Assessment. Inclusion Framework (2021onwards), simplified language, visual cues, etc. Inclusion training	Head Teacher and Inclusion Manager	On-going	Teachers and support staff will become more skilled in teaching and supporting pupils with additional needs Barriers to access to the wider curriculum will be reduced for many groups of children, including those with disabilities Mainstream provision will become more accessible for children with SEND and disabilities	

<p><i>Consider the needs of parents in communications from school.</i></p>	<p>Case by case basis consider need for teacher involvement where English may not be the first language or where there is an identified learning/SEND need</p>	<p>SENCO</p>	<p>As necessary</p>	<p>Parents will be involved in supporting education of children and feel confident in approaching school</p>	<p>As needed</p>
<p><i>Ensure the physical environments are adapted and suitable for the needs of all learners with SEND -</i></p>	<p>Additional training for teachers. - Identify potential barriers – complete risk assessments as needed. - Undertake regular environmental audits - Ensure relevant equipment – eg hearing</p>	<p>SENCO</p>	<p>As necessary</p>	<p>All children will be able to access the curriculum including all spaces in school. Involvement of parents. Involvement of relevant external agencies and medical professionals.</p>	<p>As needed</p>