ST MARGARET'S CE PRIMARY SCHOOL

ACCESSIBILITY POLICY AND PLAN

2026 - 2029

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Accessibility Policy:

Introduction:

At St Margaret's CE Primary School, our Christian vision that every child is 'Created to Shine' underpins every aspect of school life.

We believe that every child is uniquely created by God, valued equally and deserving of an education that enables them to flourish academically, socially, emotionally and spiritually.

Our core values of Love and Aspire shape our commitment to inclusive education. We strive to create a nurturing, ambitious and welcoming community where every pupil experiences belonging, feels safe, is respected and is supported to achieve their full potential.

We recognise that children learn in different ways and develop at different rates. Differences in learning, communication, sensory processing, physical ability and social interaction are a natural part of human diversity. Our aim is to remove barriers to participation rather than expecting children to fit a single way of learning.

At St Margaret's, inclusion is everyone's responsibility. Every teacher is a teacher of every child, including children with Special Educational Needs and Disabilities (SEND). Through high quality inclusive teaching, adaptive practice, reasonable adjustments and meaningful collaboration with pupils, families and professionals, we seek to ensure that every child can participate fully in school life.

Our practice is underpinned by the West Sussex Ordinarily Available Inclusive Practice (OAIP) Guidance. We recognise that inclusive classroom practice is the foundation of successful SEND provision and that all pupils benefit from environments where barriers to learning and participation are anticipated and reduced.

This Accessibility Policy sets out how St Margaret's CE Primary School will increase accessibility for disabled pupils and remove or reduce barriers to participation in school life.

Our Vision for Accessibility:

Our vision is that all pupils, including disabled pupils, are able to:

- belong fully to our school community
- access an ambitious and appropriately adapted curriculum
- participate in learning and wider school life
- access the physical environment as independently as possible
- access information and communication in appropriate and accessible formats
- participate in trips, visits, clubs, assemblies, worship, sports, playtimes and enrichment opportunities
- develop independence, confidence and resilience
- have their views heard and acted upon
- experience positive attitudes towards disability and difference

We will seek to identify and remove barriers proactively rather than waiting for a pupil to experience disadvantage.

Accessibility is therefore viewed as an ongoing aspect of school improvement rather than a one off response to individual need.

Legal Framework and Guidelines

This policy has been developed with regard to the following legislation and guidance:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- West Sussex SEND Strategy 2026–2030
- West Sussex Ordinarily Available Inclusive Practice Guidance
- Keeping Children Safe in Education

The school will have regard to changes in legislation and guidance and will update this policy where necessary.

Definition of Disabilities:

The Equality Act 2010 defines a disabled person as someone who has 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. Disability and SEND are related but are not the same.
A pupil may be disabled without having SEND, and a pupil may have SEND without meeting the Equality Act definition of disability. Where a pupil is disabled, the school will consider its duties under the Equality Act alongside its duties under the SEND Code of Practice.

Equality and Reasonable Adjustments:

St Margaret's CE Primary School is committed to preventing discrimination against disabled pupils and to promoting equality of opportunity.

Where a disabled pupil would otherwise experience a substantial disadvantage compared with pupils who are not disabled, the school will consider and implement reasonable adjustments to remove or reduce that disadvantage.

Reasonable adjustments may include, for example:

- adapting teaching approaches
- adapting classroom organisation
- adapting resources or presentation
- providing additional processing time
- providing visual or other communication supports
- adapting assessment arrangements
- providing auxiliary aids or equipment
- adapting routines or procedures
- providing additional adult support where appropriate
- adapting participation in activities, trips and visits
- making appropriate environmental adjustments

Reasonable adjustments will be considered on an individual basis. The same adjustment will not necessarily be appropriate for every pupil with the same disability.
The school will work with the pupil, parents and carers and relevant professionals to understand barriers and identify appropriate adjustments.
The school will keep appropriate records of significant or ongoing reasonable adjustments so that they can be implemented consistently and reviewed for effectiveness.

Planning for Accessibility:

Accessibility planning is not solely a response to an individual pupil. The school will seek to anticipate the needs of disabled pupils and potential barriers to participation wherever reasonably possible.

This includes consideration of:

- the physical environment
- teaching and learning
- communication
- sensory accessibility
- curriculum resources
- assessment
- school routines
- behaviour and regulation
- trips and visits
- clubs and enrichment
- assemblies and worship
- PE and sporting activities
- transition arrangements
- communication with families
- access to school information

Accessibility will be considered when developing or reviewing school policies, procedures, buildings, resources and school improvement priorities.

Curriculum Accessibility

St Margaret's is committed to providing an ambitious curriculum for all pupils. All pupils should have access to the same broad and ambitious curriculum as their peers, with reasonable adjustments and adaptations where required.

Our approach is consistent with the school's SEND Policy and West Sussex OAIP. High quality inclusive teaching and adaptive practice are the first response to barriers to learning.

Teachers will:

- maintain high expectations for every pupil
- adapt teaching rather than lowering expectations
- use explicit instruction and modelling
- provide appropriate scaffolding
- chunk information where appropriate
- reduce unnecessary cognitive load
- pre teach vocabulary and key concepts
- use visual supports
- check understanding regularly
- allow appropriate processing time
- provide accessible resources
- adapt communication according to individual need
- consider sensory and physical needs
- promote independence
- monitor the effectiveness of adaptations and reasonable adjustments

Wider Curriculum Participation:

Accessibility will extend beyond classroom lessons. The school will consider the accessibility of:

- educational visits
- residential experiences
- clubs and enrichment
- sports and PE
- playtimes and lunchtimes
- assemblies and worship
- performances

- celebrations and special events
- school trips
- leadership opportunities
- transition activities

Where barriers are identified, the school will plan reasonable adjustments and involve the pupil and family in decision making wherever appropriate.

Physical Accessibility:

St Margaret's CE Primary School is committed to ensuring that the physical environment enables disabled pupils to access learning and participate fully in school life. The school has a number of accessibility features in place to support pupils and visitors with physical and sensory differences.

A lift is installed centrally within the school, opposite the library, providing accessible access to areas of the school that may otherwise present physical barriers. The lift is available for pupils and adults who require it. Where appropriate, pupils are encouraged to develop independence in using accessibility features; for example, a pupil currently using the lift is able to operate the controls independently, with adult support available to ensure safety and wellbeing.

The school also uses yellow visual markings to identify changes in gradients and steps. These markings support visual recognition of changes in level and help pupils with visual differences to identify potential hazards and navigate the environment more safely.

The school will continue to monitor the accessibility of the physical environment and will consider whether further adaptations are required as the needs of pupils, staff and visitors change.

Where appropriate, advice will be sought from relevant West Sussex specialist services, including the Sensory Support Team and other professionals and advice will be actively implemented.

Accessibility considerations will include:

The school recognises that accessibility is not simply about physical access to a building. It is also about enabling pupils to participate with independence, dignity and confidence wherever this is reasonably possible.

The school will regularly consider:

- safe and independent movement around the school
- access to classrooms and shared spaces
- accessible toilet facilities
- entrances and exits
- steps, gradients and changes in level
- visual identification of potential hazards
- lighting and acoustics
- sensory accessibility
- outdoor areas and playgrounds
- access to PE and sporting activities
- emergency and evacuation arrangements
- specialist equipment and auxiliary aids

Physical accessibility checks and environmental audits will be undertaken as part of the school's ongoing accessibility planning. Where appropriate, advice will be sought from West Sussex County Council specialist services and other relevant professionals. The school will

consider accessibility when planning changes to the physical environment and when new equipment or resources are purchased.

Sensory Accessibility:

The school recognises that sensory differences can create significant barriers to learning and participation.

Where appropriate, the school will consider:

- noise levels and acoustics
- lighting
- visual clutter
- classroom organisation
- movement and transitions
- sensory breaks
- access to calm spaces
- seating and positioning
- hearing and visual access
- sensory equipment
- communication supports

Individual sensory needs will be considered alongside the child's strengths, preferences and developing independence.

Accessible Information and Communication

The school is committed to ensuring that information is accessible to all pupils and, where appropriate, their parents and carers.

Information may be adapted through:

- enlarged or modified text
- accessible fonts and layouts
- simplified or clarified language
- visual supports
- symbols or photographs
- alternative communication methods
- electronic formats
- additional explanation or processing time
- face to face communication where appropriate

The school will consider individual preferences and needs when determining how information should be provided.

This applies to information relating to:

- learning
- homework
- school events
- trips and visits
- policies and procedures
- safeguarding
- attendance
- behaviour
- SEND provision
- medical information
- communication with parents and carers

The school's website and published information will be reviewed with accessibility in mind.

Pupil Voice

Pupils with disabilities will be encouraged and supported to express their views about accessibility and the adjustments that help them participate.

Their views may inform:

- individual support
- reasonable adjustments
- classroom adaptations
- environmental changes
- accessibility audits
- transition planning
- trips and visits
- wider school improvement

We recognise that pupils are experts in their own experience and that listening to their views helps the school identify barriers which may otherwise be overlooked. This reflects the school's wider commitment to pupil voice within its SEND Policy.

Partnerships with Parents and Carers:

Parents and carers are valued partners in supporting accessibility.
We will:

- listen to family views
- seek information about barriers experienced by their child
- involve parents and carers in identifying appropriate adjustments
- communicate decisions clearly
- review adjustments where necessary
- work collaboratively with relevant professionals

The school recognises that parents and carers know their children well and that effective coproduction supports better outcomes.

Transition:

Accessibility will be considered as part of transition into, through and out of St Margaret's.
This may include:

- gathering information from previous settings
- visiting new environments
- sharing information with receiving settings
- additional transition visits
- visual supports
- transition booklets
- meetings with pupils and families
- liaison with external professionals

The aim is to ensure that accessibility needs and effective reasonable adjustments are understood before transition takes place wherever possible. The school's SEND outlines our transition approach based on collaboration with families, settings and professionals.

Staff Training and Awareness:

The school will promote positive attitudes towards disability and ensure that staff understand their responsibilities under the Equality Act 2010.
Training and professional development may include:

- disability awareness

- Equality Act responsibilities
- reasonable adjustments
- inclusive teaching
- sensory accessibility
- communication needs
- assistive technology
- medical needs
- specific pupil needs
- accessibility of the physical environment

Training will be informed by pupil need, school priorities and advice from West Sussex County Council and other specialist services.

Collaboration with Outside Agencies

Where appropriate, the school will work with external agencies to identify and reduce barriers to participation.
This may include West Sussex specialist services and professionals such as:

- Sensory Support Team
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology
- Autism and Social Communication Team
- Learning and Behaviour Advisory Team
- School Nurse Team
- CAMHS

The school's existing SEND Policy outlines our multiagency approach and collaborative referral process.

The Tomlin Centre

St Margaret's CE Primary School is also home to the West Sussex designated Special Support Centre, The Tomlin Centre, supporting pupils with social communication differences.
The Tomlin Centre is an integral part of the wider school community.
Accessibility planning will therefore consider the needs of pupils accessing both mainstream provision and the specialist provision within the school, while recognising that individual pupils may require different environments, resources, levels of support and adjustments.
The school will continue to promote meaningful participation in mainstream school life where this reflects individual needs, interests and EHCP outcomes.

Roles and responsibilities:

The Governing Body

The Governing Body will:

- ensure that the school meets its statutory duties relating to disability and accessibility
- approve the Accessibility Policy and Accessibility Plan
- monitor the implementation and effectiveness of the Accessibility Plan
- challenge barriers to inclusion
- promote positive attitudes towards disability
- ensure accessibility is considered within wider school improvement
- review accessibility alongside SEND and equality information

The Headteacher

The Headteacher will:

- provide strategic leadership for accessibility
- promote an inclusive school culture
- work with the SENCo and governors
- ensure appropriate resources are identified
- ensure staff receive appropriate training
- oversee implementation of the Accessibility Plan
- ensure significant accessibility issues are addressed

The SENCo

The SENCo will:

- advise on accessibility and reasonable adjustments
- work with teachers, pupils and families to identify barriers
- contribute to accessibility planning
- coordinate specialist advice where appropriate
- monitor the effectiveness of adjustments and provision
- contribute to staff development
- support transition arrangements
- work strategically with the Headteacher and governing body

The Teachers

Teachers will:

- provide high quality inclusive teaching
- implement OAIP
- identify and respond to barriers
- make appropriate reasonable adjustments
- adapt teaching and resources
- monitor the impact of adjustments
- promote pupil independence
- listen to pupil and parent views

The Learning Support Assistants

Learning Support Assistants will:

- support pupils under the direction of the class teacher
- implement agreed adjustments
- promote independence rather than dependence
- contribute observations and feedback
- support communication, regulation and participation

All staff

All staff share responsibility for creating an inclusive environment and must act in accordance with this policy.

Accessibility Plan:

The Accessibility Plan will:

- identify priorities
- set specific actions
- identify responsibility
- establish timescales
- identify expected outcomes
- identify monitoring arrangements
- consider resources
- be reviewed annually

The Accessibility Plan will be published on the school website and a hard copy will be

available from the school office.

Monitoring and Evaluation:
Accessibility will be monitored through:

- annual review of the Accessibility Plan
- pupil voice
- parent/carer feedback
- accessibility/environmental audits
- learning walks
- lesson visits
- staff discussion
- review of reasonable adjustments
- review of participation in wider school life
- governor monitoring
- specialist advice
- school improvement planning

The school will evaluate whether actions have resulted in improved access and participation rather than simply whether an action has been completed. Where an adjustment or accessibility strategy is not effective, it will be reviewed and amended.

Complaints and Concerns:
Any concerns about accessibility or reasonable adjustments should initially be raised with the class teacher, SENCo or Headteacher, as appropriate.
The school's Complaints Policy will be followed where concerns cannot be resolved informally.

Accessibility Plan September 2026-September 2029

Area	Objective	Actions	Responsibility	Timescales	Outcomes, Monitoring, Evaluation
Curriculum	Ensure disabled pupils can access the full curriculum and wider school life	Audit curriculum, trips, clubs, PE, worship, assemblies and enrichment for barriers; implement reasonable adjustments	All Staff	2026-2029	Participation barriers identified and addressed; pupil voice demonstrates improved access
Curriculum	Embed inclusive and adaptive teaching	Continue professional development around OAIP, adaptive teaching, accessibility and	Headteacher / Curriculum Lead / SENCo	Annual	Learning walks and staff development demonstrate consistent inclusive

		reasonable adjustments			practice
Curriculum	Strengthen accessibility of learning resources	Review use of visual supports, accessible formats, assistive technology and adapted resources	SENCo / Teachers	Ongoing	Pupils have timely access to resources appropriate to their needs
Curriculum	Promote independence	Review adult support to ensure it promotes independence rather than dependence	All Staff	Annual	Support is increasingly focused on enabling pupils to participate independently
Physical environment	Maintain and improve physical accessibility	Complete annual accessibility/environmental audit of classrooms, communal areas and outdoor spaces	Headteacher / SENCo / Premises Manager	Annually	Barriers identified, prioritised and addressed
Physical environment	Improve sensory accessibility	Review lighting, acoustics, visual clutter, quiet spaces and sensory demands	All Staff	2026 - 29	Sensory barriers identified and reasonable adjustments implemented
Physical environment	Ensure accessibility equipment is available and maintained	Review specialist equipment and auxiliary aids; liaise with relevant professionals	SENCo	Ongoing	Equipment is available, maintained and appropriately used
Physical environment	Consider accessibility during building/site developments	Ensure accessibility is considered within premises planning and improvement	Headteacher / SENCo / Premises Manager / Governors	Ongoing	Accessibility considerations documented within relevant

		work			projects
Physical environment	Maintain accessible routes throughout the school	Monitor the accessibility and safe use of the school lift and accessible routes	Headteacher / Site staff / SENCo	Ongoing	Lift remains operational and accessible; any issues are identified and addressed promptly
Physical environment	Promote independence in use of accessibility features	Encourage pupils to use accessibility features as independently as appropriate, while ensuring suitable adult support and safeguarding arrangements	SENCo / Class teachers	Ongoing	Pupils are supported to develop independence and confidence in navigating the school
Physical environment	Support pupils with visual differences to identify changes in level	Maintain and review yellow visual markings at steps and changes in gradients	Headteacher / Site staff / SENCo	Annual review / as required	Markings remain clear, visible and effective; additional adaptations introduced where identified
Physical environment	Continue to identify emerging physical barriers	Undertake regular accessibility/environmental audits, including pupil voice where appropriate	SENCo / Headteacher	Annually	Barriers are identified proactively and incorporated into school improvement planning
Physical environment	Ensure accessibility adaptations remain appropriate to individual need	Seek advice from West Sussex specialist services where required, including Sensory	SENCo	As required	Specialist recommendations are considered and implemented where appropriate

		Support Team			
Information	Improve accessibility of school communication	Audit letters, forms, website information and key communications for accessibility	All Staff	2026 - 27	Key information available in appropriate formats
Information	Respond to individual communication needs	Maintain a record of significant communication preferences and adjustments	All Staff	Ongoing	Families and pupils receive information in appropriate formats
Information	Promote accessible digital information	Review website and digital resources for accessibility	Headteacher	Annual	Accessibility issues identified and addressed
Pupil voice	Involve disabled pupils in accessibility planning	Undertake pupil accessibility walks and consultation	SENCo / Subject Leaders	Annually	Pupil feedback informs identified actions
Parent partnership	Strengthen family involvement	Seek feedback from parents and carers regarding accessibility and reasonable adjustments	SENCo / Teachers	Annually / as required	Feedback informs provision and accessibility planning
Staff development	Develop staff confidence	Provide disability awareness and reasonable-adjustment training	Headteacher / SENCo	2026 - 29	Staff demonstrate understanding of accessibility responsibilities
Transition	Ensure accessibility needs transfer effectively	Include accessibility and reasonable-adjustment information in	SENCo / Teachers	Ongoing	Transition plans identify relevant barriers and successful adjustments

		transition planning			
Monitoring	Ensure accessibility remains a strategic priority	Governors review progress against Accessibility Plan annually	Headteacher / SENCo / Subject Leaders / Governors	Annually	Governors receive and record annual accessibility review
Publication	Ensure statutory accessibility information is available	Publish Accessibility Policy and Plan on school website and provide hard copy on request	Headteacher	September 2026; ongoing	Current policy and plan publicly available