



St Margaret's CE Primary School

Accessibility Policy & Plan

October 2025 – October 2028

This accessibility Policy and Plan are drawn up in compliance with current legislation and requirements in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, social, sensory, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of greater awareness, tolerance and inclusion.

St Margaret's School plans, over time, to ensure the accessibility of provision of 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/reviewed annually.

The Accessibility Plan will contain relevant actions to

- Improve access to the **physical environment** of the school, adding specialist features as necessary. This includes reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary. St Margaret's will ensure that pupils with special educational needs are as equally prepared for life as all other pupils; failing to do this is in breach of the Equality Act (2010). This covers teaching and learning and the school's wider curriculum such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist pupils in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The action plan for physical accessibility is drawn up from the access audit of the school which the School Business Manager and SENDCo undertake on a regular basis. It may not be feasible to undertake some of the works during the life of each accessibility plan (three years), therefore some items may roll forward into subsequent plans. The audit will be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

The School's complaints procedure covers the Accessibility Plan.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken (include by who)	Date to complete actions by
Increase access to the curriculum for pupils with a SEND	Use of PIVATS throughout the school to provide accurate assessment and targets for children working significantly below expectations.	Consistent use of the most recent PIVATS tool across the school to ensure accurate assessment.	• SENDCo to continue to provide ongoing support for staff. • SENDCo to work with staff to ensure accurate assessment/moderation of assessments.	Ongoing
	SEND training opportunities are planned out throughout the year. Training is linked to the needs of the children in the school.	The staff access training relevant to the children in their care. Training is accessed internally and/or by external providers such as QEST and EP.	• SENDCo to access specialist teams as appropriate.	As necessary – dependent on the needs of pupils, new staff etc.
	Stay and Play sessions in Early Years to familiarise children with the environment and allow information sharing. A detailed provision map is produced on a termly basis to ensure appropriate support for all children with SEND, alongside the lowest 20% across the school.	Continue to embed person-centred approaches when working with children and their families.	• One Page Profiles to be used for children with SEND – SENDCo to check. • All staff continue to use person-centred approaches when meeting with parents.	OPP produced/ updated Aut A. Person-centred approaches ongoing.
	The school works very closely with a number of specialist services: Hearing Impairment Service; Physical Impairment Service; Child Development Service; Healthy Young Minds (formally CAMHS); Occupational Therapist and	Ensure staff training is up-to-date and in line with best practice for administering medication. Access external advice and support from agencies as necessary.	• Asthma/anaphylaxis training to be attended by all staff – SENDCo to arrange. • Administration of medication policy	Yearly Asthma/ana phylaxis training during Autumn Term.

	Speech and Language Therapy.		updated as necessary – Sarah Smith	Policy review ongoing.
	Increased collaboration with QEST link teachers to allow class teachers to develop skills and strategies to adapt their teaching for individuals, thus making it more accessible to all (rather than relying on extra interventions). The class teacher as the ultimate agent of change is a view that St Margaret's fully subscribes to; altering and adapting practices to ensure all children can succeed is at the heart of what school is about – each child becoming.	Teachers are increasingly aware of high incidence needs and cater for children with SEND.	• Use of QEST link teacher support to provide staff 'surgeries' – SENDCo to book in dates. • Maintain up-to-date information about the number of children with disabilities in school. • SENDCo to ensure that staff access training in accordance with regular audits of pupil/staff needs.	Termly surgeries Termly update of register of needs Yearly audit of staff training needs.
Improve and maintain access to the physical environment	Grab rails in place to aid movement around the school.	Continue to enhance the environment to meet the needs of all pupils and ensure access to all parts of education offered at St Margaret's.	• SBM to ensure regular health and safety audits where improvements are identified and any minor building works are incorporated into school financial planning.	External Consultant undertakes full school H & S audit every two years
	External ramps in place with suitable handrails. Evacuation blankets are in place in the upper mall. Suitable handrails with visual and tactile warnings along most staircases. Disabled toilets in EYFS and KS2 departments.			
		Classrooms promote the active participation and independence of all pupils.	• Member of VI/PI teams to review the layout of furniture and equipment in individual classes as necessary – SENDCo to liaise.	Ongoing – as necessary.

	Classroom displays/resources are dyslexia-friendly	Wayfinding around the school is improved.		
		SEND pupils are provided with information within a reasonable time frame.	• SENDCo to seek specialist advice and support in those cases which are beyond the school's immediate expertise.	Ongoing as appropriate
Improve the delivery of written information to pupils	Visual screening completed on a regular basis – children provided with coloured overlay as necessary SENDCo maintains up-to-date information on pupils' needs for the provision of information in alternative formats and ensures this is shared amongst staff. Use of pictures/symbols/objects to provide information to children/allow children to communicate as necessary. The use of technology to support children with SEND	Staff are knowledgeable about the requirement to provide alternative information as requested.	• SENDCo to raise awareness about requirements to provide information in alternative formats. • SENDCo to collect and share examples of good practices among staff.	Ongoing as appropriate