



## ACCESSIBILITY PLAN 2025-2028

### Key Staff & Governors:

Headteacher – Mr D Hugill

Deputy Headteacher – Mrs J Arundel

Special Educational Needs Coordinator – Miss M Tudor

Special Educational Needs Governor – Mr R Whittaker

**Adopted as draft (Consultation): 1<sup>st</sup> September 2025**

**Agreed by Governors (signatures on Governor Hub): 9<sup>th</sup> October 2025**

**Next review date: October 2026**

### Our School Motto

Everyone is Valued	Everyone is Motivated	Everyone Achieves
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St Margaret's CE Junior School is an inclusive school, and our values reflect our high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. We provide high quality learning opportunities so that each child attains and achieves all that they can. We promote an ethos of care and trust where every member of our school community feels that they are valued and truly belong.

We are committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes and promote/embody a culture of awareness, tolerance and inclusion.

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 defines an individual as disabled 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.

Some may have 'special educational needs' and this refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post 16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

St Margaret's CE Junior School will implement and review the plan over a three-year cycle. The Accessibility Plan sits alongside and should be read in conjunction with the following documents:

- Equal opportunities policy
- SEND Information Report and policy
- Health and Safety policy
- Curriculum/teaching and learning policies

Over time, the plan will ensure the accessibility of provision for all pupils, staff and visitors to the school and is updated annually. Adjustments will be actioned in a manner determined by taking account of the pupils' disabilities and any preferences expressed by them or their parents/carers.

The Accessibility Plan will contain relevant actions to:

- 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.
- Increase access to the **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 other pupils; If a school fails to do this, they are in breach of the Disability Discrimination Act. 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. It also covers the provision of specialist **aids and equipment**, which may assist these 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 relates to an access audit of the school, which is undertaken as the school environment changes or as needs arise. It may not be feasible to undertake some of the works during the term of an Accessibility Plan and

therefore, some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period to inform the development of the new plan for the following period.

The school buildings are fully DDA compliant and in line with building regulations.

As curriculum policies are reviewed, accessibility will be considered. Information about our Accessibility Plan will be published on the school website or copies made available on request.

Senior leaders and relevant link governors will monitor the plan (Ofsted may also do so as part of their inspection cycle).

### Improving access to and participation within the curriculum

<b>To increase the extent to which disabled pupils can participate in the school curriculum.                      The aim is to reduce and eliminate barriers in accessing the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</b>					
Objective	Expected outcome	Strategies/resources	Timescale	Monitor	Progress
To review all policies as appropriate to ensure that they reflect inclusive practice and procedure.	All policies in place and compliant with the Equality Act 2010.	All policies to be considered alongside the Equality Act (2010) <a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a>  Policy guidance (various websites)  <a href="https://www.gov.uk/guidance/what-maintained-schools-must-publish-online">https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</a>	Ongoing	DH JA NW MT	Policies in place and reviewed using appropriate timescales. This is completed annually (or as required) by senior leaders/staff responsible for these areas.  Policies are available via the website, or by contacting the school office.  Website audit completed annually to check compliance.

<p>Increase access and quality of provision in lessons.</p> <p>Consider interventions/adaptations for pupils with physical needs in lessons to improve outcomes for children with SEND.</p>	<p>Reasonable adjustments and adaptations to lessons to ensure access to quality provision. This will be consistent across all members of staff whether internal or external.</p>	<p>Risk assessments if required.</p> <p>Reasonable adjustment records</p> <p>Evidence of adaptations in planning.</p> <p>Evidence of quality provision seen in monitoring activities.</p>	<p>According to need</p>	<p>DH MT EE JA</p>	<p>Reasonable adjustments placed for all children where required. These include specific adaptations for PE/swimming and music tuition.</p> <p>Reasonable adjustment records available for pupils, updated as required (at least annually).</p> <p>Advice sought from external professionals to support provision (OT, swimming/music tutors).</p>
<p>All extra-curricular/out-of-school activities are planned to ensure, where reasonable, the participation of all pupils.</p>	<p>All extra-curricular/out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>	<p>Risk assessments if required.</p> <p>Use preferred providers/gain knowledge/advice prior to undertaking activity.</p> <p>Monitoring of events to ensure equality of opportunity/access.</p>	<p>According to need</p> <p>Service contracts renewed/updated annually.</p> <p>Clubs monitored termly.</p>	<p>DH MT All staff as/when required</p>	<p>Risk assessments completed for school clubs/trips etc.</p> <p>Preferred providers used for PE clubs.</p> <p>School clubs monitored to ensure participation of children requiring adjustments/with SEND.</p>
<p>SEND and Medical register and information on children with additional needs to be</p>	<p>SEND and medical information is up to date and updated as required.</p>	<p>Ensure SEND register reflects current pupils being supported.</p>	<p>According to need</p>	<p>MT HW</p>	<p>Medical information updated annually or as advised by parents/carers.</p>

updated.		<p>Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up to date.</p> <p>Ensure staff awareness of SEND and medical needs.</p> <p>Meet with parents of children whose care plans/documentation needs updating.</p>	SEND registers updated termly or as a pupil is admitted on roll.		SEND registers assessed each term and updated as required.
Provide aids and equipment to enable access to learning.	Pupils with specific needs supported by physical aids where required.	Information gathering from various sources to inform – this may be parents/carers or external agencies such as occupational therapy or physiotherapy services.	According to need	All staff MT Office staff	<p>Physical aids sourced and purchased on advice from occupational therapy services to aid access.</p> <p>Alternative seating/tables provided in house where required.</p> <p>General aids for learning purchased to aid access to curriculum subjects supporting sensory needs, concentration and focus.</p>

## Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Objective	Expected outcome	Strategies/resources	Timescale	Monitor	Progress
To ensure there is a plan in place for enabling access to the school environment.	<p>Plan of access routes to be made – particularly the top building</p> <p>Information kept ensuring all are aware of need. Alternatively, information to be collected if visitor and needs unknown.</p> <p>Information relating to prospective pupil needs is gained prior to entry.</p> <p>Provision of PEEPs where required.</p>	<p>Visitor asked regarding specific access needs and visitor acknowledged/advised by office staff.</p> <p>Ensure that access to disabled toilet is clear.</p> <p>Provision of equipment to enable access where required.</p>	Ongoing with changes as required	DH MT HW JS	<p>Plan initially made for fire access. This has been updated to include the new build for the school care club.</p> <p>This system is as proactive and anticipatory as possible due to GDPR restrictions. Information is gathered on transition for pupils. Prospective pupils/families visit the school on several occasions prior to being on roll to assess needs so that adjustments can be made in a timely fashion.</p> <p>Access to disabled facilities is routinely checked. Access to disabled facilities is currently available in the lower building only. Consider access to upper building moving forwards. Upper building has listed</p>

					<p>status, so advice should be taken where required.</p> <p>Adaptations placed/equipment provided where required.</p> <p>PEEP in place for those in need.</p>
<p>Consider general access to upper school/facilities for those who may experience physical/sensory difficulties.</p>	<p>Access routes planned, clear and appropriate for a range of needs.</p> <p>Facilities available and can be accessed by those with physical/sensory needs.</p>	<p>Audit of accessibility undertaken for a range of needs (primarily physical/sensory).</p> <p>Adaptations made to physical environment where required/possible given the age/fabric of the upper school building.</p> <p>If adaptations cannot be made due to the fabric of the building, alternative arrangements must be considered, planned and actioned.</p>	<p>According to need/ongoing improvements</p>	<p>DH MT JA</p>	<p>New handrail fitted to upper building steps to improve safety/accessibility.</p> <p>Advice sought from occupational therapy services/parents to enable access for specific pupils. Adjustments placed and access enabled from 2025/26 academic year.</p>



## Improving access to information

To improve the delivery of information for disabled pupils and parents.					
Objective	Expected outcome	Strategies / resources	Timescale	Monitoring	Progress
To ensure that the school website is fully accessible.	Website to feature access tools e.g. text reader, coloured background, different font sizing etc.	Website audit regarding accessibility.  Advice gained from webmaster regarding accessibility tools.	Audit each academic year.  12 months	DH NW MT	Website is accessible and offers Google Translate.  Links to external websites offering support are available.
To support parents/carers with school communications.	Parents to access communications/forms from school with greater ease	Variety of communication methods used to support access.  Opportunities to support parents with information requirements (completion of forms etc.)  Use of Google Translate to support parents with English as an additional language.  Ensure that commonly used vocabulary is present in all communications.	As required	DH MT HW JA All staff	Parents/carers have been supported on several occasions to enable access to health/SEND Services. This may take the form of making a referral, support to complete appropriate forms, liaison with external professionals either on their behalf or with them.  Text messaging, email, telephone, video and paper-based communications in place.

Review the use of visual strategies used within the classroom to improve access for children with SEND.	<p>Children with SEND can access the curriculum more effectively due to the increased use of visual aids.</p> <p>The use of multisensory methods/visual aids is embedded in teaching/learning.</p>	<p>Visual strategies are visibly in place in the classroom environment.</p> <p>Visual strategies in place in planning.</p> <p>Monitoring of curriculum subjects and intervention demonstrates embedded use of visual strategies.</p>	One year	DH Subject leaders MT	
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