



St Margaret's CE VA Primary School: Accessibility Policy

Policy Status: Statutory

1. Introduction and Purpose

This Accessibility Policy outlines St Margaret's CE VA Primary School's commitment to providing a fully inclusive environment for all pupils, staff, parents/carers, and visitors, in accordance with the Equality Act 2010. It details how we will increase the extent to which disabled pupils can participate in the school's curriculum, improve the physical environment of the school, and improve the delivery of information to disabled pupils. This policy reflects our school's vision to "Learn to love, love to learn, strive to serve" and our values of Respect, Thankfulness, Forgiveness, Perseverance, Responsibility, and Truthfulness.

2. Legislative Framework

This policy is underpinned by the following legislation:

- **Equality Act 2010:** This Act legally protects people from discrimination in the workplace and in wider society. It is designed to ensure that everyone is treated fairly and has equal opportunities. Key provisions relevant to schools include:
 - The Public Sector Equality Duty, requiring schools to have due regard to the need to:
 - Eliminate unlawful discrimination, harassment, and victimisation.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - The duty to make reasonable adjustments for disabled pupils, to avoid them being at a substantial disadvantage compared to non-disabled pupils.
- **Children and Families Act 2014:** This Act reforms the law relating to children and families, including those with special educational needs and disabilities.
- **Special Educational Needs and Disability Regulations 2014:** These regulations set out the details of how the Children and Families Act 2014 should be implemented.



3. Definition of Disability

The Equality Act 2010 defines disability as: "A physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on a person's ability to carry out normal day-to-day activities."

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least 12 months.

4. Roles and Responsibilities

- **Governing Body:**
 - Ensuring the school complies with its duties under the Equality Act 2010.
 - Approving and monitoring the implementation of the Accessibility Plan.
 - Allocating sufficient resources to support accessibility improvements.
- **Headteacher:**
 - Overall responsibility for the implementation of the Accessibility Policy and Plan.
 - Promoting an inclusive ethos throughout the school.
 - Ensuring staff receive appropriate training and support.
- **SENCO (Special Educational Needs Coordinator):**
 - Coordinating the provision of support for pupils with SEND, including those with disabilities.
 - Contributing to the development and review of the Accessibility Plan.
 - Liaising with parents/carers, external agencies, and other professionals.
- **All Staff:**
 - Implementing the Accessibility Policy in their day-to-day practice.
 - Making reasonable adjustments to meet the needs of disabled pupils.
 - Promoting an inclusive learning environment.
- **Parents/Carers:**
 - Working in partnership with the school to support their child's accessibility needs.
 - Providing the school with relevant information about their child's disability.
 - Participating in reviews of their child's progress and support.
- **Pupils:**
 - Treating others with respect and understanding.
 - Reporting any accessibility issues to a member of staff.
 - Participating in discussions about their own accessibility needs, where appropriate.



5. Accessibility Plan

St Margaret's CE VA Primary School has a written Accessibility Plan, which is reviewed annually and outlines how we will improve accessibility across the following three key areas, as outlined in the Equalities Act 2010:

- **Increasing the extent to which disabled pupils can participate in the school's curriculum:**
 - Providing differentiated teaching and learning materials.
 - Making reasonable adjustments to assessment arrangements.
 - Offering a range of extracurricular activities that are accessible to all pupils.
 - Ensuring that all pupils have access to assistive technology, where appropriate.
- **Improving the physical environment of the school:**
 - Ensuring that the school site is accessible to pupils, staff, parents/carers, and visitors with disabilities.
 - Making reasonable adjustments to the physical environment, such as installing ramps, lifts, and accessible toilets.
 - Ensuring that signage is clear and easy to understand.
- **Improving the delivery of information to disabled pupils:**
 - Providing information in a range of formats, such as large print, Braille, audio, and electronic formats.
 - Ensuring that information is accessible to pupils with sensory impairments.
 - Communicating effectively with parents/carers who have disabilities.

The Accessibility Plan includes:

- Specific objectives and targets.
- Action plans with clear timelines and responsibilities.
- Details of resources allocated to support accessibility improvements.
- Monitoring and evaluation procedures.

6. Implementation Strategies

- **Curriculum:**
 - All curriculum planning will consider the needs of disabled pupils.
 - Teachers will differentiate learning activities to ensure that all pupils can access the curriculum.
 - Assistive technology will be used to support pupils with disabilities, where appropriate.
- **Physical Environment:**



- The school will conduct regular accessibility audits of the physical environment.
- Reasonable adjustments will be made to the physical environment to improve accessibility.
- New buildings and renovations will be designed to be fully accessible.
- **Information:**
 - The school will provide information in a range of formats to meet the needs of disabled pupils, staff, parents/carers, and visitors.
 - The school website will be accessible to people with disabilities.
 - Staff will be trained on how to communicate effectively with people with disabilities.
- **Training:**
 - All staff will receive training on disability awareness and inclusion.
 - Specific training will be provided to staff who work directly with pupils with disabilities.
 - Training will be regularly updated to reflect changes in legislation and best practice.
- **Reasonable Adjustments:**
 - The school will make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage.
 - Reasonable adjustments may include:
 - Providing extra time for assessments.
 - Adapting teaching materials.
 - Providing assistive technology.
 - Making changes to the physical environment.
- **Admissions:**
 - The school's admissions policy will be non-discriminatory and will comply with the Equality Act 2010.
 - The school will make reasonable adjustments to the admissions process to ensure that disabled pupils are not disadvantaged.

7. Monitoring and Evaluation

- The Accessibility Plan will be reviewed annually by the Governing Body.
- The SENCO will monitor the progress of pupils with disabilities and report to the Headteacher and Governing Body.
- The school will seek feedback from pupils, staff, parents/carers, and other stakeholders on the effectiveness of the Accessibility Policy and Plan.
- Accessibility audits will be conducted regularly to identify areas for improvement.
- Data on the participation and achievement of pupils with disabilities will be analysed to identify trends and inform future planning.



8. Complaints Procedure

Any complaints relating to accessibility should be addressed through the school's complaints procedure, which is available on the school website and from the school office.

9. Related Policies

This Accessibility Policy should be read in conjunction with the following school policies:

- SEND Policy
- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Complaints Policy

10. Review and Revision

This policy will be reviewed annually by the Governing Body and updated as necessary to reflect changes in legislation, guidance, and best practice. The next review date is June 2026.

11. Useful Resources

- Equality and Human Rights Commission: <https://www.equalityhumanrights.com/>
- Department for Education: <https://www.gov.uk/government/organisations/department-for-education>
- National Autistic Society: <https://www.autism.org.uk/>
- Royal National Institute of Blind People (RNIB): <https://www.rnib.org.uk/>
- Scope: <https://www.scope.org.uk/>

12. Policy Approval

This policy was approved by the Governing Body of St Margaret's CE VA Primary School on _____.

Signed:

(Headteacher)

(Chair of Governors)

