



'For Learning That Lasts A Lifetime'

St. Margaret's-at-Cliffe Community Primary School

Accessibility Policy

Date: September 2026

Reviewed and Ratified By: Governing body on 17th September 2026

Review Date: September 2029

Signed : _____ Helen King, Chair of Governors

Signed : _____ Neil Brinicombe, Interim Headteacher

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

This Accessibility Plan has been drawn up in consultation with the staff and governors of the School. This statement sets out the ways in which St. Margaret's-at-Cliffe Primary School provides 'access' to education for pupils with a disability.

St. Margaret's-at-Cliffe Primary School has good physical access –on a single site and single storey with wide corridors and doorways. When planning for future building work access for pupils with disabilities is always a consideration. We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

At St. Margaret's-at-Cliffe Primary School access arrangements are considered and implemented on an individual basis as, in our experience each person's needs are different and are best met in ways that are pertinent to them even though the challenges they face may appear to be similar.

The governing body and staff of St Margaret's at Cliffe Primary School are totally committed to the school's ethos of inclusion. To this end the school works hard to develop and maintain a close partnership with families and external agencies to meet the needs of all pupils and their families to ensure the school is fully accessible to them.

It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school recognises our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The school supports any available partnerships to develop and implement the plan. The school works closely with the Local Authority's Specialist Teaching and Learning Service.

If you have any concerns relating to accessibility in school, please speak to the Headteacher in the first instance.

2. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ACTION PLAN –This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

FOCUS	PRESENT POSITION	PLANNED POSITION	KEY TASKS	REVIEW DATE SUCCESS CRITERIA	RESOURCE/ TIME	PERSONNEL INVOLVED	MONITORING: WHO/WHEN/HO W
<u>1. CURRICULUM ACCESSIBILITY</u> a) Differentiated teaching to meet the needs of all pupils	All subjects differentiated	i) Maintain this position ii) Continue to monitor to ensure the continued meeting of <u>all</u> children's needs.	i) Monitoring of teaching, learning and planning. ii) Ensure staff are always aware of the needs of any new pupils.	Ongoing/ <u>all</u> children's needs are catered for. All lessons continue to be differentiated.	Leadership and subject co-ordinators time	Leadership team SEN Governor Class Teachers Teaching Assistants	• Planning and workbook scrutiny • Lesson observations • Pupil Progress Meetings • Data Analysis • Weekly Teacher and TA meetings • Staff Performance Management
b) Ensure that any specialist equipment children may need is available in School	Equipment in school allocated by SENCo and/or Specialist Teaching and Learning Services (STLS)	To ensure equipment in School is fit for purpose and examine the future need of the School and purchase equipment	i) SENCO to ensure equipment is being used appropriately and is fit for purpose ii) SENCo to act on advice from outside agencies. iii) Prioritise future needs iv) Order equipment as and when the need arises and as funding is available	Ongoing. School well equipped to meet the needs of all our pupils	SENCO time Budget	SENCO STLS	• SEN review meetings. • STLS School visit

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c) Ensure staff training on effectively delivering the curriculum to all levels ensuring equality for all. Increase awareness of SEN within the school	Training needs identified through Performance Management	To continue to identify training opportunities. To upskill identified Teaching Assistants e.g. using the Apprenticeship Levy.	Enrol Teaching Assistants on programme.	On going. Broad range of teaching strategies adopted to meet different learning styles. Adapted materials produced/used to meet needs. Teaching Assistants gain understanding resulting in improved confidence in meeting the needs of their pupils.	Use of INSET days SENCO time Budget	All people responsible for carrying out Performance Management within the school. SEN Governor	• Pupil Progress Meetings • Training log • Weekly Teacher and TA meetings • Staff Performance Management

<u>2. PHYSICAL ACCESSIBILITY</u> a) Full access for disabled children, staff and parent/carers	School mainly accessible as on the flat, no significant steps. Accessible slope for wheelchair access through one classroom in the main building and to mobile classroom. Steep slope to forest school area, some corridors too narrow for wheelchair access.	i) All corridors to be cleared of restrictive furniture etc. ii) Access route through to forest school to be devised according to need.	i) H&S Walks to ensure cleared corridors ii) Appropriate access to be devised.	Ongoing	Budget	Business Manager Site Manager	• Leadership Team • H&S Governor
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b) Disabled toilet facilities	Two disabled toilets in the school building. One child toilet in the EYFS and an adult toilet other in the School Hall. A wheelchair accessible toilet in the adult disabled toilet off the main school hall,	No further adjustments required at the present time.			N/A		
c) Suitable outside areas and equipment	Flat playground accessible.	To develop the outdoor area and to offer opportunities for children with disabilities to engage creatively outside.	Source accessible equipment.	Ongoing review	Budget/PTFA funds for improvement of outside area.	Business Manager School Community	HT H&S Governor

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<u>3. AWARENESS</u>							
a) To continue to challenge stereotyping through curriculum opportunities	PSHE lessons and Assemblies increase understanding and tolerance	To develop opportunities to learn about disabilities to increase awareness amongst the pupils.	Include disability within Anti-Bullying week discussions with the pupils. Identify learning opportunities (i.e. disability sports) to discuss with the children.	Pupils' increased understanding and tolerance of disability.	PSHE co-ordinator time Planning time	Leadership team PSHE co-ordinator Class Teachers	• Planning scrutiny. • Lesson observations • Monitoring of Assembly.
b) To promote the ethos of inclusivity to new staff and the wider community.	New staff attend induction meetings with SENCo. School environment displays	Induction and training as and when needed; particularly for when new staff join.	Training needs identified through Performance Management. SENCo to deliver short staff meeting – What is inclusivity? What does it look like? How can we make our classroom more accessible?	New staff share this ethos and it is evident within their classroom environment.	Allocate meeting time. Training budget.	SENCo Classroom Staff	• Induction records, • Training log • Classroom walks. • Policy reviews.

4. <u>COMMUNICATION</u> Parents and pupils with disability have access to all relevant school information	Parentmail email and text is the main form of communication with parents. Paper communication goes home to parents who request it. Class Dojo is also used by teachers to communicate with parents. Verbal and written communication is the main form of communication with the pupils.	Review and take advice on communication routes should a disabled pupil or parent require it.	Take advice and make adjustments if required.	Parents and pupils with disability have access to all relevant school information.	SENCo time Budget	SENCo Classroom Staff Office Staff	Positive feedback from relevant staff members, parents and pupils.
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<u>5. SUPPORT SERVICES</u>							
a) To continue to use specialist forums.	Individual pupils referred to specialist external agencies.	To continue to use specialist external support services as and when required.	Attend SENCo training and update meetings.	Ongoing. School has developed an efficient network of support and children have the relevant and timely support required.	SENCo time.	SENCo	HT
b) To continue to apply for High Needs Funding for individual pupils	Applications made for High Needs Funding for individual pupils.	To continue to make application for HNF as and when required.	SENCo to complete relevant paperwork. Obtain external assessments to support applications. Engage with parents to notify the application process.	Ongoing. Receipt of High Needs Funding.	SENCo time.	SENCo	Ensure staff provide the relevant level of support when funding approved through:- • Pupil Progress Meetings • Data Analysis • Planning and workbook scrutiny

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board.

It will be approved by the governing board

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Single Equality Scheme
- Health & Safety
- SEND Policy
- Behaviour Policy
- Supporting pupils with medical needs
- Children with health needs who cannot attend school