



**St. Mary  
Magdalene**  
*C of E Primary School*



Love to learn, learn to love

## St Mary Magdalene CE Primary Accessibility Policy

Agreed by Governors	
To be reviewed	

### Our School Vision

Learning to love, Loving to Learn	
Learning to love ourselves	Each person will be seen and valued as uniquely created in God's image, being supported by all to reveal and develop their unique God given gifts.
Learning to love each other	We strive daily to better understand what it is to love our neighbour, living together in an inclusive harmonious community.
Learning to love the world around us	Through our love of learning we seek to deepen everyone's enjoyment of the beauty of God's creation and our responsibility to care for it.
Learning to love God	All are invited to experience the love of God, that is offered to each and every one of us.

## Introduction

This policy was reviewed and updated in September 2025 in line with the revised Code of Practice (2015) to reflect the school's Christian values and ethos.

This plan is written to comply with the Equality Act 2010. The equality duty extends to all those with protected characteristics. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

## General equality duty

The Public Sector Equality Duty (PSED) has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

At St Mary Magdalene School we are aware of our duty under the Equality Act 2010 to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. Foster good relations between persons who share a protected characteristic and persons who do not share it.

This plan sets out the proposals of the School and Governing Body, in consultation with stakeholders, to ensure equal access to education for all pupils. Through the provision of a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This includes:

- Improved awareness of Equality and Inclusion.
- Improved access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increased access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). 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 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.

St Mary Magdalene School's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of actions showing how the school will address the priorities identified in the plan.

### **Vision and Values**

St Mary Magdalene School is an inclusive school. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extracurricular activities and the full life of the school. We aim to meet the individual needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential. We recognise the individual needs of all pupils and endeavour to maximise their potential, all adults in the school community share these responsibilities. Where pupils have additional needs staff have undertaken specialist training and/or specialist advice has been taken.

Specialist learning resources are bought and environmental changes undertaken where appropriate. The impact of this work is to provide the correct environment for all our pupils to thrive and progress. The school aims to maximise the self-esteem of all its pupils. This, in turn, helps pupils to realise their potential.

We have clear policies that support accessibility, equality and inclusion.

### **Bullying.**

We aim to provide a safe and secure environment for all pupils in the school. We treat bullying as a serious matter and will challenge all incidents promptly.

### **Child Protection/Safeguarding.**

Child protection arrangements are in place and reviewed annually by Governors and staff. School procedures are regularly updated and reviewed.

### Pastoral Care

We are a small school with a high adult to child ratio. All staff know pupils very well. We support children in class where we can and, where children require additional support, they can access well-being time with a designated staff member. School also have excellent relationships with Reflexions (a sub-branch of CAMHS) and our Specialist Advisory Teacher for Social Emotional and Mental Health (SAT-SEMH).

### Health and Safety.

The school has regular health and safety checks by staff representatives and a governor. All staff are aware of the need to report issues of health and safety immediately.

The school is equipped with disabled toilets and all areas within school are accessible by wheelchair. Entry to Reception and Year 6 can be gained through the Hopes and Dreams room and there are ramps into the main entrance and Nursery. Should a child have unexpected difficulty with access to any room then a risk assessment would be completed and the necessary adaptations would be made.

### Curriculum Access

This plan aims to further develop a broad and inclusive view of the curriculum, extending beyond the classroom to all areas of school life. It will emphasise development at all levels of the school organisation, planning and provision:

- Teaching and learning
- Clubs and after school activities
- Leisure, sport and cultural activities
- Visits and journeys
- Information and services provide by the school

As part of the whole school professional development, lessons and staff are observed and supported by the Head Teacher and Senior Leadership Team (SLT) to ensure all pupils have full access to the curriculum. Advice from a variety of external agencies has also been taken into account. The SLT ensures all staff within the school have Continued Professional Development relating to new policies, government initiatives, pupil needs etc.

Our annual pupil and parent questionnaire gathers information about standards, ethos and provision for all pupils at school. Parents and pupils are asked to comment about any aspects of school life that could be improved to better serve their children. Pupils are regularly consulted through the School Council. These views will be included in future revisions of this plan.

### Increasing the extent to which SEND pupils can participate in the curriculum

The school works hard to ensure that pupils with SEND participate fully in all aspects of school life.

Regular CPD is provided on reaching pupils with a range of SEN needs and disabilities as well as improving the universal offer for all through adaptive teaching techniques such as the use of scaffolding, technology and multi-ability grouping.

Pupils with SEND attend all schools trips, reasonable adjustments are made if necessary to any clubs or after school activities as appropriate. Risk assessments are carried out and additional staff plus resources are provided as necessary.

Awareness of, and compliance with this Act is demonstrated through:

- Policies: Safeguarding, Behaviour, SEND, Curriculum, Staff Conduct, Anti Bullying.
- Awareness raising sessions with Governors, staff and pupils.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact of aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays and evidence of theme and celebration days.

Equality of Opportunity

St Mary Magdalene School is advancing equality of opportunity between people who share a protected characteristic and people who do not share it. Evidence of compliance with this aspect includes:

- Recording of feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills support or a sensory space for those with autistic spectrum disorders
- Evaluation of action taken by the school to remove/minimise disadvantages experienced by disabled pupils through provision of additional support evidenced through TAs timetables, increased use of IT to support access to text, and to facilitate recording.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through teachers planning.
- Accessibility plans aimed at increasing active participation of all pupils. Fostering good relations across all characteristics

St Mary Magdalene School demonstrates its commitment to equality through

- Identification and evaluation of the impact of curriculum, and how it promotes tolerance and friendship and develops understanding of different disabilities.
- Recording of activities that aim to reduce prejudice and increase relationships between diverse pupil groups

The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, then the school must take reasonable adjustments to try and reduce/remove the disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

### Reasonable adjustments

When assessing the reasonability of an adjustment the school considers a number of factors. This financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the SEN route. Cost will play a major part in determining what is reasonable. The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions which are part of education legislation, under which Local Authorities have a duty to provide auxiliary aids to pupils with an EHCP. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, the school will also consider potential adjustments which may be needed for disabled pupils generally.

### Accessibility planning

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Accessibility plans at St Mary Magdalene School are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

St Mary Magdalene also has regard to the need to provide adequate resources for implementing plans and must regularly review them. The Accessibility Plan identifies how the school is increasing the extent to which disabled pupils can participate in the curriculum. The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips.

Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.

Monitoring by the Senior Leadership Team (SLT) supports the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the physical environment of schools

At St Mary Magdalene School we have made improvements to the physical environment of the school and physical aids to access education.

The physical environment includes:

Steps and stairways, lifts, kerbs, exterior surfaces and paving, building entrances and exits (including emergency escape routes), internal and external doors and gates, toilets, lighting, room decor and furniture, interior surfaces, floor coverings, and signs,

Improvements to physical access include

Ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, communication aids, improvements to the physical safety of the environment, indoors and outdoors, to enhance access for children with learning disabilities.

Improved access in existing buildings by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

Improving the availability of accessible information to disabled pupils

St Mary Magdalene School aims to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to all. This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. Information in alternative formats can be made available on request.

The school considers how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Amendments and adaptations are made where appropriate to support pupils.

**Policy No : 02**

Accessibility Plan Improving the curriculum access

<i>Target</i>	<i>Strategy</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Achievement</i>
<i>All out-of-school activities are planned to ensure the participation of the whole range of pupils</i>	<i>Review all out-of-school provision to ensure compliance with legislation</i>	<i>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</i>	<i>ongoing</i>	<i>Increase in access to all school activities for all disabled pupils</i>
<i>Classrooms are optimally organised to promote the participation and independence of all pupils</i>	<i>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases</i>	<i>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</i>	<i>On-going as and when required dependent on the needs of school community</i>	<i>Increase in access to the National Curriculum</i>
<i>Training for Awareness Raising of Disability Issues</i>	<i>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school environment</i>	<i>Whole school community aware of issues relating to Access</i>	<i>School participation in awareness days/weeks e.g. Neurodiversity Week, Cystic Fibrosis Day.  Ongoing and outlined in training plan for the year e.g. modules on TES.  Training opportunities throughout the school year based on need e.g via Inclusion</i>	<i>Society will benefit by a more inclusive school</i>

**Policy No : 02**

			<i>Support and Speech and Language training offer.</i>	
<i>Assessment of relevant classrooms by Inclusion Support Services (e.g Complex Communication and Autism Team, Hearing/Visual Impairment team, Occupational Therapists, Physical Therapists.</i>	<i>Training for class teacher regarding provision for specific pupils as appropriate.  School to complete any adaptations as advised by services</i>	<i>Increased access to classroom environment, teaching and learning for autistic children.</i>	<i>Reviewed before transitions during every summer term and as new children present with needs.</i>	<i>School more accessible to all pupils</i>

**Policy No : 02**

Improving the delivery of written information

<i>Target</i>	<i>Strategy</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Achievement</i>
<i>Review in class text in relevant classrooms</i>	<i>Follow advice relating to the reading and writing needs of pupils with SpLD/VI e.g. tinted paper, reading rulers, enlarged text.</i>	<i>Maximise access to text for all pupils</i>	<i>Ongoing. SENDCo to share information from Inclusion Support (e.g. in class recommendations) with class teams and monitor their appropriate use during termly monitoring.</i>	<i>Improved access to text for all pupils that need it</i>

Improving the physical access

<i>Item</i>	<i>Activity</i>	<i>Timescale</i>
<i>Steps inside the school building (by Y6 and Head Teacher's office)</i>	<i>Add high visibility tape to step edges to increase visibility and improve safety.</i>	<i>Autumn Term 2024 Complete</i>
<i>Disabled toilet in the Hopes and Dreams room</i>	<i>Addition of a changing table suitable for children up to 11 years old.</i>	<i>End of Autumn Term 2024 Complete</i>

**Monitoring arrangements**

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by our school governing body and our named governor for SEND with responsibility for matters of SEND and disability discrimination. It is the governor's responsibility to keep the governing body informed of any new regulations and to ensure that the school regularly reviews its processes and procedures.

**Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey – a few steps within school but all school is accessible for toilets and for emergency exits/entrances to school.			
Corridor access	Corridors are wide enough for wheelchair access. Children are escorted in and out of the building during times of transition. Specific plans are in place for children with additional needs during this time.			
Lifts	No lifts required			
Parking bays	Limited on-site parking.			
Entrances	All entrances to school are flat or have an accessible ramp to allow access to the building. Both hall doors are opened in the morning to allow a wider entrance to the school and to prevent too much foot traffic at any one entrance all doors are made accessible to children in the morning and in the evening. Parents are made aware of where to drop off and pick up their children. School staff greet children and parents in the morning at their allocated entrance to help any children enter school and support parents if needed.			

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Ramps	<p>There is a ramp to make the main entrance of the school accessible. The hall and the Hopes and Dreams room are also accessible rooms with a flat entrance into school. Hopes and Dreams room gives access to the bottom half of the school and the office/hall give access to the top half of school. Both mobile classrooms are accessible via a ramp.</p>			
Toilets	<p>There are two disabled toilets in school and separate boys' and girls' toilets at the top end of school.</p>			
Reception area	<p>Doors can be opened fully to make the entrance wide enough for wheelchair access.</p>			
Internal signage	<p>Signs are used through our widget to make the school accessible for all children. Communication in print is used to allow children to understand where to find things around school. At the entrance to school we have a multilingual welcome sign and use the skills of staff and children to communicate</p>			

**Policy No : 02**

	with children and parents where English is an additional language.			
Emergency escape routes	All classrooms have close access to an emergency escape route. Years 1 , 3 and 5 are required to use steps as part of their emergency escape. If there was a child in these classes that could not access the steps, a personal evacuation plan would be put into place and an alternative route used.			

**Parental/Community involvement**

*We value parent involvement in children's development and promote a home school partnership in the following ways:*

- *sharing information – newsletters, parents' leaflets, reading records;*
- *incentives – all children are recognised to be rewarded*
- *celebrations – assemblies, school performances, displays, book fairs, reading events throughout the year;*
- *homework - in line with our homework policy and home/school agreement.*
- *Parent surveys*