

Accessibility plan

St Margaret's CE Primary School



Approved by:	Hannah Warner	Date: July 2026
Last reviewed on:	07/07/2026	
Next review due by:	07/07/2029	

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

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.

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's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	IMPACT	NEXT STEPS
To improve playground surface	Some of the parts of the playground are harder for walkers and wheelchairs to navigate due to loose tarmac/bumps/dips. Not all door entries are flush with the playground and therefore need assistance for wheelchair/walker users.	Resurface the entire playground so that walkers and wheelchair can use safely. Ensure all doors have sloped entry.	Jill Hine	No limit	All children able to enter and exit independently and make use of the playground safely.	Safer surface which all children are enjoying.	
To improve the range of sensory stimulation in the sensory room.	Some of our equipment is very old and does not work. There are limited sensory regulations options in the room.	Apply for Thriving in Education Grant Seek quotes to see what may be possible in that size space.	Hannah Warner	When funding can be gained (maybe long term)	Children will be able to make use of the Sensory Circuit and Sensory room for regulatory stimulation and grounding.		

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by SENDCo- Hannah Warner, Head of School- Helen Butler.