

# EQUALITIES POLICY FOR ST. MARGARET'S CofE PRIMARY SCHOOL

Incorporating:

- Dealing with prejudice-related incidents (Section 2)
- Equality Audit Template – completed annually to inform SDP (Appendix A)
- Evidence showing how the school is meeting the Public Sector Equality Duty (Appendix B)
- The school's equality objectives accompanied by an action plan (Appendix C)
- Accessibility Plan/Disability Access Plan (Appendix D)



At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

**A**spiration

**W**isdom

**E**ndurance

Approved by the governing body on:	Spring 2026
Shared with stakeholders on:	Spring 2026
Next review:	Spring 2027

## **Our commitment to equality**

All members of our school community are committed to the promotion of equality. This involves providing equality of opportunity and access, so as to tackle the barriers which may lead to unequal outcomes. We are also committed to the affirmation and celebration of diversity within the school and the wider community.

We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every stakeholder to uphold it. Every member of the school community should feel safe, secure, valued and of equal worth.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

### **Complementary policies relating to equality**

All school policies take account of equalities issues, but the following policies have a particular and explicit concern with the promotion of inclusion and equality. They complement this policy and should therefore be considered alongside what is written here:

- Inclusion and Equal Opportunities in Learning Policy
- Equality and Diversity in Employment Policy
- Recruitment Policy Statement and Recruitment Procedure
- Special Educational Needs Policy

### **Content of this policy**

This policy has six sections followed by appendices.

Section 1 explains the legal requirements for schools in respect of equalities, as contained in the Equality Act 2010. It also sets out the actions the school takes in order to meet its legal obligations.

Section 2 describes how the school addresses prejudice and prejudice-related incidents. Section 3 sets out the six principles which guide the school in meeting its legal obligations and in addressing issues of equality.

Section 4 describes ways in which the ethos of the school helps to promote equality. Section 5 covers a number of areas not addressed in the previous sections.

Appendix A is an Equality Audit Template which is completed each year to inform the School Development Plan

Appendix B and Appendix C are required in order to meet the two specific duties which apply to schools under the Equalities Act 2010:

- Appendix B is a summary of evidence showing how the school is meeting the three elements of the Public Sector Equality Duty (PSED).
- Appendix C comprises the school's equality objectives and an action plan showing how they will be met.

Appendix D is the school's statutory: Accessibility Plan (Disability Access Plan).

## **Section 1 - Legal requirements**

The Equality Act 2010 sets out the Public Sector Equality Duty (PSED, sometimes referred to as the 'general duty'). This duty applies to all public sector organisations, including schools. In addition to the PSED, there are two specific duties which apply solely to schools.

The Equality Act 2010 makes reference to the following 'protected characteristics': race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The PSED has three main elements:

- **eliminate discrimination** (this includes discriminating against, harassing or victimising a pupil or potential pupil in relation to admissions; in the way it provides education, in the way it provides access to any benefit, facility or service; or by excluding a pupil or subjecting them to any detriment);
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it;
- **foster good relations** across all characteristics, between people who share a protected characteristic and people who do not share it.

The two specific duties which apply to schools are as follows:

- publish information to demonstrate how the school is complying with the PSED (this must be done every year);
- prepare and publish equality objectives (this must be done at least once every four years).

**Appendix B and Appendix C** show how the school is meeting these two specific duties:

- Appendix B provides a summary of evidence showing how the school is meeting the three elements of the Public Sector Equality Duty (PSED);
- Appendix C identifies the school's equality objectives, and provides an action plan showing how they are met.

It is also a statutory requirement for the school to produce a Disability Access Plan (also known as an Accessibility Plan). This may be found at Appendix D.

## **Section 2 -Addressing prejudice and dealing with prejudice-related incidents**

The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents/carers and governors. The school is opposed to all forms of prejudice, including:

- prejudices around disability and special educational needs;
- prejudices reflecting sexism and homophobia
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.

The school has a clear, agreed procedure for dealing with all prejudice-related incidents. All such incidents are reported immediately to the nominated senior member of staff who ensures that each incident is dealt with in an appropriate manner. This senior member of staff also ensures that details of each incident are recorded together with information about actions taken in response to such incidents in the reportable incidents file, which is situated in the headteacher's office.

The headteacher provides termly reports to the Governing Body on any prejudice-related incidents that may have occurred. If requested, the school is able to provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents and how they have been dealt with.

## **Section 3 - Our equality principles**

### **Principle 1: all learners are of equal value**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Inclusion and Equal Opportunities in Learning Policy*
- *Special Educational Needs Policy*

We see all learners, and their parents/carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

- adults in the school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- we identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement;
- a range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- all pupils are actively encouraged to engage fully in their own learning.

### **Principle 2: we recognise and respect difference**

*This is something we regularly promote through assemblies and collective worship and through our curriculum.*

Treating people equally does not always mean treating them in the same way. We need to treat people differently according to their particular needs. In order not to discriminate our policies, procedure and practices need to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage people may face, in relation to:

- disability, so that reasonable adjustments are made (*see Appendix D - Accessibility Plan*)
- special educational needs (*see Special Educational Needs Policy*)
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised (*see Inclusion and Equal Opportunities in Learning Policy*)
- religion, belief or faith background (*see Religious Education Policy*)
- sexual identity

### **Principle 3: we foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Inclusion and Equal Opportunities in Learning Policy*
- *Sex and Relationship Education Policy*
- *Worship Policy*

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **Principle 4: we observe good equalities practice in staff recruitment, retention and development**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Equality and Diversity in Employment Policy*
- *Recruitment Policy Statement and Recruitment Procedure*

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity;
- whatever their ethnicity, culture, religious affiliation, national origin or national status.

To promote equality:

- all posts are advertised formally;
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, ensuring equality of opportunity;
- access to opportunities for professional development is monitored on equality grounds;
- equalities policy and practice is covered in all staff inductions;
- employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies is kept under regular review.

## **Principle 5: we aim to reduce and remove inequalities and barriers that already exist**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Inclusion and Equal Opportunities in Learning Policy*

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people (*see Appendix D – Accessibility Plan*);
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

## **Principle 6: society as a whole should benefit**

We intend that whenever children from our school encounter people with protected characteristics (i.e. characteristics related to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment), they will not discriminate against them, harass them or victimise them and they will respect them and recognise their right to be treated equally. This applies to children's present and future conduct.

We intend that our policies and practices will benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- lesbian, gay, bisexual and transsexual (LGBT) people as well as heterosexual people.

## **Section 4 - School ethos**

- All members of the school community are committed to its promotion of equality.
- Those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community.
- We strive to achieve a feeling of openness and respect so that everyone feels welcome.
- The children are encouraged to greet visitors to the school with friendliness and politeness.
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored.
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes into account wider access to school information and activities) (*see Appendix D – Accessibility Plan*).
- Provision is made to cater for the spiritual, moral, social and cultural needs of all children through assemblies and collective worship, all subjects of the curriculum and classroom-based and off-site activities (*see Assemblies and Collective Worship Policy and document entitled 'Opportunities for spiritual, moral, social and cultural (SMSC) development across the curriculum'*).
- Pupils' views are actively encouraged and respected, for example, pupils are given an effective voice through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

## **Section 5**

### **Resources and display**

All staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. All staff have a responsibility to ensure that displays and resources are free from discrimination, bias and stereotyping. We actively seek to ensure our resources and presentations/displays demonstrate and model diversity.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate equalities training and are given opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring, evaluation and review**

We collect, analyse and use quantitative and qualitative data related to the implementation of this policy, and make adjustments in the light of information gathered. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status and gender.

The headteacher is responsible for co-ordinating monitoring and evaluation activities that measure the impact of this and related policies on pupils from different groups, e.g. children with special educational needs, children in care and adopted from care, children from minority ethnic backgrounds (including Travellers), children with English as an additional language and children with Free School Meals, in the following recommended areas:

- progress and attainment;
- learning and teaching;
- behaviour, discipline and exclusions;
- attendance;
- admissions;
- prejudice related incidents;
- all forms of bullying;
- parental/carer involvement;
- participation in extra-curricular and extended school activities;
- staff recruitment and retention;
- visits and visitor



**Appendix A**  
**Equality Audit completed by school annually to inform School Development Plan**

	<b>Audit statements</b>	<b>School Response</b>
1	The school has data on its composition broken down by year group, ethnicity and gender, EAL	
2	The school has data on its composition broken down by types of impairment and special educational need	
3	The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English	
4	The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements	
5	There are statements of the school's responsibilities under the Equality Act in various school documents, for example the school improvement plan and self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.	
6	There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings, and in the minutes of the School Council.	
7	Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative.	
8	A senior member of staff has special responsibility for equalities matters	
9	A member of the governing body has a watching brief for equalities matters	
10	The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally	
11	There is good equal opportunities practice in the recruitment and promotion of staff, both	

	teaching and administrative.	
12	There are clear procedures for dealing with prejudice-related bullying and incidents.	
13	Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	
14	Focused attention is paid to the needs of specific groups of pupils, and there is extra or special provision for certain groups, as appropriate	
15	There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding	
16	There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.	
17	The school takes part in certain national projects and award schemes, for example the Accord Coalition Inclusivity Award; Black History Month; Bullying Intervention Group; Disability History Month; Equalities Award; Gypsy, Roma and Traveller History Month; LGBT History Month; Refugee Week; Rights Respecting Schools Award; Stephen Lawrence Education Standard; and Stonewall School Champions.	
18	In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds	
19	The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.	
20	The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.	



## Appendix B

### How the school is complying with the Public Sector Equality Duty (PSED)

Under one of the two specific duties contained in the Equality Act 2010, schools are required to publish information to demonstrate how the school is complying with the PSED. The grid below provides a summary of evidence showing how the school is meeting the three elements of the PSED in respect of each group with a protected characteristic.

**As is required by law, this information is updated every year. Last updated Spring 2025. Next update due Spring 2026.**

	<b><u>PSED element 1</u></b> <b>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</b> By removing or minimising disadvantages suffered by people due to their protected characteristics.	<b><u>PSED element 2</u></b> <b>Advance equality of opportunity between people who share a protected characteristic and those who do not.</b> By taking steps to meet the needs of people from protected groups where these are different from the needs of other people	<b><u>PSED element 3</u></b> <b>Foster good relations between people who share a protected characteristic and those who do not.</b> By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
<b>In relation to RACE the evidence we hold tells us:</b>	These factors apply to our approach in regard to all protected groups: <ul style="list-style-type: none"> <li>we will take account of the Equalities policy in every area of school life</li> </ul>	Principle 1 of the Equalities Policy <b><u>All learners are of equal value.</u></b> is taken very seriously.	We aim to foster good relations by <ul style="list-style-type: none"> <li>Inviting visitors to the school</li> <li>Visits by pupils to other settings</li> <li>Broad curriculum provision</li> <li>Inviting in assembly speakers</li> </ul>

<p><b>In relation to SEX the evidence we hold tells us:</b></p>	<ul style="list-style-type: none"> <li>• we take inclusion very seriously in all we do</li> <li>• we regularly map our provision</li> <li>• we regularly analyse assessment data with reference to protected groups</li> <li>• we implement a social policy which insists on equality of treatment for all</li> <li>• we make curriculum provision to which all pupils, irrespective of status, have appropriate access</li> </ul>	<p>Policies and practice across all areas of school life are demonstrably consistent with this principle.</p>	<p>Work in the curriculum Appropriate role models where possible.</p>
<p><b>In relation to DISABILITY the evidence we hold tells us:</b>  <b>*Sight disabled</b>  <b>*Hearing disabled</b>  <b>*Mobility disabled</b>  <b>* learning disabled</b>  <b>*prone to seizures</b></p>			<p>We engage as far as we can with relevant groups.  Encouragement to visit the school.  Participation in school events, such as sports days.  For further details see our Equal Opportunities in Learning policy.</p>
<p><b>In relation to SEXUAL IDENTITY AND ORIENTATION the evidence we hold tells us:</b></p>			<p>Work in the curriculum.  Equalities audit  Survey of appropriate books</p>
<p><b>In relation to RELIGION AND BELIEF the evidence we hold tells us:</b></p>			<p>Work in the curriculum  Visits to a range of places of worship</p>
<p><b>In relation to AGE the evidence we hold tells us:</b></p>			<p>Use of older people as experts  Work in PSHE  Work in the curriculum</p>
<p><b>In relation to GENDER REASSIGNMENT the evidence we hold tells us</b></p>			<p>Work in the curriculum</p>
<p><b>In relation to PREGNANCY AND MATERNITY the evidence we hold tells us:</b></p>			<p>Work in the curriculum  Role models</p>
<p><b>In relation to MARRIAGE AND CIVIL PARTNERSHIPS the evidence we hold tells us:</b></p>			<p>Work in the curriculum</p>



## Appendix C - Our equality objectives and action plan 2026-2039

Spr 26 review

Equality Objective	Action to be taken	Impact	Review
<p>To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.</p>	<ul style="list-style-type: none"> <li>○ Careful tracking of attainment and progress for pupils with SEND.</li> <li>○ Target appropriate interventions at those pupils.</li> <li>○ Create Individual Education Plans and involve parents in their implementation.</li> <li>○ Provide SENCO support and training for staff.</li> <li>○ Ensure reasonable adjustments are in place for children with SEND.</li> <li>○ Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage.</li> <li>○ Where appropriate, work with outside agencies to achieve the best progress for our children.</li> </ul>	<ul style="list-style-type: none"> <li>○ SEND children continue to make progress that is in line with, or better than their peers.</li> <li>○ Children with SEND can access the curriculum as fully as they are able.</li> <li>○ Children with SEND achieve as well as they can – including (where appropriate) achieving the Greater Depth level for Maths, Reading and Writing.</li> </ul>	<p>SEND pupils are mostly accessing the whole curriculum in line with peers. Reasonable adjustments are made in line with EHCP/one plans where needed to accelerate progress.</p> <p>Alternative furniture, writing slopes, pencil grips, wobble cushions etc. are provided for pupils where appropriate.</p> <p>School have worked alongside GROW, kids inspire, St. Helena hospice, the school nurse, the educational psychologist, the inclusion partner, speech and language and paediatrics as necessary.</p> <p>One planning training provided for teachers and ASD training provided for all staff.</p>

<p>To continue to promote understanding and respect for diversity.</p>	<ul style="list-style-type: none"> <li>○ Ensure school policies and procedures promote or equality of opportunity</li> <li>○ Ensure all staff are aware of our responsibility with regards to the equality act</li> <li>○ Ensure our school curriculum promotes tolerance of all groups.</li> <li>○ To continue with our commitment to teaching children about British Values</li> <li>○ To facilitate the introduction to, and understanding of, other religions and cultures by our children.</li> <li>○ To continue the implementation of our new PSHE scheme of work</li> <li>○ Ensure all worship/ assemblies/ presentations/ reading materials actively tackle diversity issues identified in audit</li> </ul>	<ul style="list-style-type: none"> <li>○ Children recognise and value similarity and difference</li> <li>○ Children are aware of a range of religions and cultures</li> <li>○ Children celebrate diversity and are tolerant to other religions, cultures and groups of people within society</li> </ul>	<p>Curriculum development has a focus on diversity, tolerance and respect. Use of 'No Outsiders in our School' resources.</p>
<p>To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group*</p>	<ul style="list-style-type: none"> <li>○ Careful tracking of attainment and progress for pupils with the "Protected Characteristics" relevant in our school</li> <li>○ Ensure reasonable adjustments are in place for these children.</li> <li>○ Where appropriate, work with outside agencies to achieve the best progress for our children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children identified as needing additional support make progress that is in line with, or better than their peers.</li> <li>○ Children can fully access the curriculum</li> </ul>	<p>Outside of the protected groups, service children have been identified as a vulnerable group within the school. Additional measures have been put in place for these pupils with the support of Little Troopers.</p>



**Appendix D:**  
**Accessibility Plan**  
**(Disability Access Plan)**

**INTRODUCTION**

At St Margaret's CofE Primary we offer a broad and balanced curriculum and have high expectations for all children. St Margaret's CofE Primary is committed to providing an appropriate and high-quality education to all the children who attend. We believe at St Margaret's CofE Primary school that there are equal opportunities for all learners regardless of their age, gender, need, disability, attainment or background.

**AIMS AND PURPOSE OF THIS PLAN**

This plan shows how St Margaret's CofE Primary school ensures accessibility to our school for disabled pupils, staff, parents/carers and visitors. We are committed to providing an environment that enables the full curriculum access that values and includes all of our pupils, staff, parents/carers and visitors regardless of their education, physical, social, spiritual, emotional and cultural needs.

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 treats all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school works closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which may put them at a disadvantage whilst allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Our school's vision is based on the Bible passage John 10:10: 'Live life in all its fullness.' within our core Christian values of respect, trust, courage and truthfulness. Our vision and values promote the importance of every child being given the opportunity to flourish and shine in their own unique ways.

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

The school supports any available partnerships to develop and implement the plan including collaborative work with Essex County Council, the Colne Valle Consortium of Schools and the Chelmsford Diocese.

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 of the school.

## **PLAN AVAILABILITY**

The school makes its Accessibility Plan available in the following ways;

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be e-mailed or posted on request
- The plan can also be made available in a large print size format upon request – the school office can be contacted for further details.

## **DEFINITION OF DISABILITY**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

## **LEGAL BACKGROUND**

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation including the DDA. The effect of the law, means that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

This plan sets how the school ensures access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **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.

## **CONTEXTUAL INFORMATION**

The school has children with a wide range of disabilities which include Autistic Spectrum Disorder, Speech, Language & Communication Needs, Social, Emotional and Mental Health needs, and medical conditions with related susceptibility to infections.

We also have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices and records are kept and shared to ensure their needs are met.

All medical information is collated and available to staff, Alert Notices are available in a file in the office and close links are kept with parents to ensure these needs are accurate and that, where necessary, Care Plans are in place. Risk Assessments are also carried out for children with additional needs.

We have multiple competent First Aiders who hold current Pediatric First aid certificates. Where additional training is necessary e.g. Epilepsy and diabetes, this is provided and updated as required.

All medication is kept in a central cupboard and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

## **REVIEW AND EVALUATION**

It is a requirement that our accessibility plan is resourced and implemented, reviewed and revised as necessary and reported annually. Below is a set of actions showing how St Margaret's CofE Primary School will address the priorities identified in the plan. The plan is valid for 3 years, 2026-2029.

Objective	Strategy	Responsibilities	Timescale	Success criteria
<b>Improving access to the curriculum</b>				
To liaise with Nursery providers to review potential intake for September	To identify pupils who may need additional to or different from provision for Sept intake – SENCO to attend professional meetings.	HT EYFS Teacher SENCO	Annually	Appropriate provision is in place for individual pupils
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	HT/SLT Governors	Annually	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	HT All teachers	Annually	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs. E.g. children with severe asthma, medical needs or mobility issues	To ensure collaboration between all key personnel	HT Outside agencies SENCO LSAs Governors	Annually	Clear collaborative working approach
Ensure that SEND Reforms are implemented effectively	Establish the needs of staff with regard to curriculum delivery. Participate in appropriate CPD programmes	HT SENCO Governors	Ongoing	Pupils with SEND well supported Parents and carers of pupils with SEND well supported Staff expertise is raised

Ensure the school is able to accommodate the needs of SEN admissions	Effective communication between school and support agencies regarding information about new admissions to the school. Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise according to current needs. CPD courses. Specialist Teaching Service courses. School visits.  Observations and school-based INSET.	HT Teaching Staff SENCO Governors	Ongoing	Greater expertise to raise standards and further equip staff to meet the needs of disabled children with regards to accessing the curriculum.
To ensure full access to the curriculum	Outside play / visits; CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered</li> <li>• The use of the Engagement Curriculum to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of IT equipment</li> </ul>	Teachers SENCo Governor	Ongoing	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum
Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	HT Teachers	As and when trips are considered. <i>Subject to Funding</i>	Equal opportunities for disabled pupils to participate in off-site activities.
<b>Improving physical access</b>				
Continue to review physical environment of the school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Governors Caretaker Head Teacher	Ongoing	Enabling needs to be met where possible

Ensure visually stimulating but also calming environment for all children	Follow guidance for colour visual deficiency when considering displays and resourcing Neutral displays- considering sensory needs of all learners.	Teaching and Non-Teaching Staff	Ongoing	Inviting and calming environment is maintained
Ensuring all with a disability are able to be involved	Create access plan for individual disabled children as part of the Provision Map process – when needed. -Ensure staff and governors to access needs are met in school and meetings etc. - Extend this to parents/visitors when appropriate	Teaching and Non-Teaching Staff Governors Head teacher Caretaker	Ongoing	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	Head Teacher SENCO Governors	Annually - July	Medical needs of pupils are met
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking places for disabled to drop off and collect children/access to park in playground.	Whole School Team Governors	Ongoing as need arises	To ensure that disabled parents are not discriminated against
Ensure staff have been trained to assist people with physical and sensory disabilities	Provide training to staff so as to assist disabled persons to the school.	Head Teacher SENCO Governors	Ongoing as need arises	Disabled pupils well supported
Continue to develop playgrounds and facilities	Through OPAL project, ensure facilities are equal for all.	Whole school approach Governors	Spring 2027	inclusive child-friendly play areas
<b>Improving the delivery of written information</b>				
To enable improved access to all communication (written information) for pupils, parents and visitors	- Raising awareness of font size and page layouts will support pupils with visual impairments - Auditing the school library to ensure the availability of large font and easy read texts will improve access - Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	All staff to be aware	Ongoing	Enabling needs to be met where possible

To ensure all children with Special Educational Needs have access to the curriculum	Regular parental communication / structured conversations. Individualised multi-sensory teaching strategies used for Special Educational Needs children – as and when needed	All staff to be aware	Ongoing	Special Educational Needs children able to access curriculum
To review children's records ensuring schools awareness of any disabilities	Information collected about new children - records passed up to each class teacher - end of year class teacher meetings - Annual reviews - One Plan meetings - Medical forms updated annually for all children	Class Teachers LSAs Outside agencies Office Staff Head Teacher Governors	As child enters on roll	Each teacher/ staff member aware of disabilities of children in their classes

**Links with other policies;**

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

- *Health and safety policy*
- *Special educational needs (SEN) information report*

