



ST MARGARET'S
SCHOOL

Accessibility Plan 2024-2027

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Accessibility Plan 2024 - 2027 Review:

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Reviewed By	Simon Winchester Dean Scott
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Committee Owner	Health & Safety Committee Education Committee

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Ethos and Aims

St Margaret's School (the "School") strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. This policy should be read in relation to:

- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum by consideration of the physical learning environment,
- (specific educational accessibility considerations are noted separately in our SEND Policy)
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Prospective Pupils

St Margaret's School is a selective school and admission to the School depends upon the prospective pupil showing the potential to fully benefit from the education offered. The School asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. Where a disability is disclosed the parents will then receive a disability form in respect of a prospective pupil requesting further detailed information about their child. More information relating to this can be found within our Admissions and our SEND Policies.

In assessing any pupil or prospective pupil the School may take such advice and require such assessments, as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.

The School is committed to making reasonable adjustments to enable a prospective pupil to be considered for a place at St Margaret's based on the admissions criteria outlined above.

Where the School agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing. This is subject to the School's ongoing compliance with the Equality Act 2010.

How the Plan is Constructed

Accessibility is monitored through both the Health and Safety Committee (physical environment) and the Governors' Education Committee (curriculum delivery). The Committees' terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and Disability policy
4. to prepare the School's Accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

These committees have been central to the drawing up of the School's plan. They have considered the following when developing and reviewing the plan:

- admissions
- attainment
- attendance
- exclusions
- education
- extra-curricular activities
- governing body representation
- physical school environment
- selection and recruitment of staff
- sporting education and activities
- staff training
- welfare.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils

The results of the audit have informed our school accessibility plan for 2024 - 2027. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from the School Office.

How the Plan is Reviewed and Monitored

There is an annual review of the implementation of this plan within the structure of the meetings of the Education Committee. Senior leadership provides a full report at both meetings and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The School's Governors are ultimately responsible for ensuring the implementation of the Accessibility plan during the period to which it relates. The plan is revised annually to take a forward view for the next three years.

Current Position

St Margaret's has grown organically since moving to its current site in 1895. The buildings range from single to four storeys, are spread over a very wide area and, with the exception of the newest buildings, the Sports Centre and the Junior School extension, have no passenger lift provision.

In all but the youngest age groups, subjects are taught in specifically designated rooms and blocks and this, as in most schools, requires pupils and staff to move about the premises throughout the day. The current arrangements make access to certain parts of the curriculum difficult for those with severe mobility impairment.

In recent years, and in accordance with the Special Educational Needs and Disabilities Policy, the School has addressed a number of structural issues thus allowing for improved access. The School will continue to make reasonable adjustments to the timetable to allow pupils with restricted mobility to attend accessible parts of the School.

Accessibility Plan Update April 2025

Progress on Current Year Targets

The 2024-25 Accessibility Plan sites the following targets for the 2024-5 academic year - updates as follows:

Improving Access to the Physical Environment

Targets	Action and resource required	Progress	Responsibility	Evidence of Implementation
Signage	Generally improve signage across the school	Completed	Estates Manager	Much improved signage with many more signs installed as required. This includes wheelchair signage
Footpaths	Some uneven paths across the school require repair	some completed – some still outstanding	Estates Manager	Some repairs completed on path alongside Art
Road Painting / Markings	Additional marking up of roads on site	some completed – some still outstanding	Estates Manager	Much road painting / lines pedestrian crossings completed/ yellow nose edges placed on steps by welfare
Kerb drops / ramps	Additional kerb drops to accommodate wheelchair access	– some completed – some still outstanding	Estates Manager	Some completed – others to follow
Waterhouse escape stairs	Repair to the rear escape staircase to ensure ongoing safe egress from the building	Completed	Estates Manager	Staircase painted yellow edges. Jet washed and cleaned regularly.

Improving Access to Information

Targets	Action	Responsibility	Progress	Evidence of Resource Impact / Outcomes
Install digital signage for pupils	<ol style="list-style-type: none"> 1. Install signage in the main building 2. Install digital signage in the Grant Block 3. Agree a protocol for information to be shared on signage in dining hall, Junior School, Waterhouse building and Sixth Form 	Ali Pirouze / SAB/JUC/EMG	Completed	These are installed and new systems are in place to update information which are monitored by SAB and the office team.

The move to a BYOD provision was cited as a Year 3 target on the 2024-25 plan but our Digital Strategy has moved this forward to a 2025 roll-out.

We would also like to include a target for the coming academic year to review access to Educational Visits for pupils with SEND - early review is in progress already in this area.

New Targets for the Coming Year

Specific areas we would propose for inclusion in the 2025-6 plan are:

Targets: Year 1	Action and resource required	Timescale	Responsibility	Evidence of Implementation
Footpaths	Some additional uneven paths across the school require repair	25/26 academic year	Estates Manager	To be completed
Sports Centre Lift Repair	Planned funding - support access to new gym	25/26 academic year	Estates Manager	To be completed
Junior school lift repair	Quotes obtained and work to go ahead soon	Summer 26	Estates Manager	To be completed
New lift in Waterhouse	Discussions in place after the changes to Boarding	26 Summer	SMT & Estates Manager	To be completed

Improving Access to Information

Targets: Year 2	Action	Responsibility	Timescale	Evidence of Resource Impact / Outcomes
Improve deployment of LSAs at pastoral/form times for assistance with pupil organisation	VA to allocate LSAs to 2024-2025 form groups according to need	Senior SENCO	For September 2025	Fewer N1 points for organisational issues relating to SEND pupils Visible LSA deployment on a daily basis
Establish a school-wide logistics strategy for signposting change in daily routes for neurodiverse pupils	VA to consider as part of ASD strategy for the school	Senior SENCO	2025-26	SEND pupil voice

Longer Term Accessibility Considerations

The phased removal of Boarding and the repurposing of the Waterhouse building will create substantially different patterns of movement across the School site. Rather than phrasing specific Year 3 targets at this stage we would like to keep a generic target relating to development of the school site which can flex as plans for the Waterhouse Building develop.

SW & DS, April '25



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