

Mulgrave Primary School



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Name of Policy	Accessibility Plan Policy
Frequency of review	Biannually
Agreed Date	April 2026
Review Date	April 2028

1. Purpose of Plan

This plan shows how Mulgrave Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/ carers and visitors.

The Accessibility Plan is structured to complement and support the school's Equality objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

2. Definition of disability: Defined by the Disability Discrimination Act (DDA) 1995

A person has a disability if he/she has 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.

3. Principles

The SEN and Disability Act (2001) extended the Disability Discrimination Act (2010) to cover education. Since September 2002, the Governing Body has three key duties towards disabled students under part 4 of the DDA

- a. Not to treat disabled students less favorably for a reason related to their disability
- b. To make reasonable adjustments for disabled students, so they are not at a substantial disadvantage
- c. To plan to increase access to education for disabled students, where such improvements to access have been identified.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles: and endorses the key principles in the NC 2014 framework and the SEND code of Practice 2014, (Updated April 2020) which underpin the development of a more inclusive curriculum, setting suitable learning challenges, responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been actively encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits, while the school takes all possible identifiable measures to facilitate access and create an enabling environment.

Mulgrave Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase 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 non-disabled pupils; (if a school fails to do this they are in breach of duties under the Equalities 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- eliminate, discrimination, harassment and victimisation.
- Improve access to the physical environment
- improve the delivery of **information** to pupils, staff, parents and visitors with disabilities; examples include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5. Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Curriculum
- b. Equal Opportunities
- c. Health & Safety Policy
- d. Special Educational Needs Policy
- e. Behaviour Management Policy
- f. School Improvement Plan

Equality Objectives and Accessibility Plan 2025 – 2028

Public Sector Duty	Equality Objective	Actions
Eliminate, discrimination, harassment and victimisation.	Discrimination to be actually recorded, tracked and incidents to continue to be low.	<ol style="list-style-type: none"> 1. Develop effective analysis and monitoring of discriminatory behaviour using CPOMS (racial, homophobic bullying). 2. Ensure that any homophobic or racial incidents are dealt with and recorded. Currently numbers of incidents are low. Ensure that recording of incidents is rigorous and provide training for all staff regarding this.
	To improve knowledge of diversity within the school thereby improving relations and reducing discrimination, harassment and victimisation.	<ol style="list-style-type: none"> 3. Children who have been victimised to be supported and perpetrators to complete tasks that educate them regarding the impact of their behaviour. 4. Provide yearly training for staff regarding diversity and encourage greater knowledge,
	Address unconscious bias through training.	<ol style="list-style-type: none"> 5. Organise diversity workshops for children to encourage greater understanding and tolerance. 6. Develop and embed Black History month work <u>into the curriculum</u>. 7. Ensure diversity is widely advertised to parents and that it is encouraged within the newsletter to promote respectful behaviour.

	<p>8. Apply for the Race Charter. 9. Become a 'Rights Respecting School'.</p>
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<p>Advance equality of opportunity between different groups.</p>	<p>To continue to narrow the gap between boys' and girls' attainment in all subjects</p> <ol style="list-style-type: none"> 1. Continue to analyse the performance of boys v girls each term and take action to address this using a range of targeted interventions. (Take into account children with SEND as currently a higher proportion of tSLTe on the SEND register are boys.)
	<p>To adapt the curriculum to ensure that the needs of all pupils are met</p> <p>Raise the attainment of White British children by 10% across the school</p> <ol style="list-style-type: none"> 2. Regularly audit the curriculum considering boy v <u>girl interest level and attainment.</u> 3. Conduct a pupil voice survey encouraging boys <u>and girls to reflect and evaluate the curriculum.</u> 4. Take action in terms of reading topics and English units taught and adapt the curriculum overview <u>in response to this.</u> 5. Continue to analyse progress data and target appropriate interventions to raise attainment.
	<p>Create an adapted assessment system to monitor the progress of</p> <ol style="list-style-type: none"> 1. Embed the use of 'B-Squared' assessment for children with SEND needs who are not yet <u>working within the national curriculum.</u> 2. Explore B squared maps to create an accurate

	children with SEND.	<p><u>assessment and tracking of children with SEND.</u></p> <p>3. Monitor the progress of identified pupils (SEND and PP) during Pupil Progress meetings and action intervention and strategies to support.</p>
Foster good relations between different groups.	Continue to develop parent communication and engagement	<p>1. Arrange workshops covering relevant aspects which affect parents and their children e.g. reading, phonics, SEND, Behaviour etc</p>

	with the school. Ensure that the opinions of all protected groups are captured	<p>2. Within pupil voice/ JLT activities provide an option to include ethnicity to enable the school to consider if the voice of all groups is being captured and whether further action is required <u>to ensure that all groups are engaged.</u></p> <p>3. Encourage respect and tolerance by relaunching through events such as International Day.</p>
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Accessibility Plan 2025 - 2028

Accessibility Area	Access Objective	Actions
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	1. Ensure that the disabled parking bays are accessible and that access to the building is well lit and signage is clear.
		2. Provide ear defenders as barriers to noise where this may be required for children with needs.

Improve access to the curriculum	Increase access for tSLTe with disabilities to a range of sporting activities and to Forest School.	1. SENCO to monitor and ensure that all pupils, including (pupils with SEND are accessing a range of activities in the school. Including attending trips and visits with reasonable adjustments.
	Structured and specialised support for children with sensory processing	2. SENCO to organise for pupils with EHCP's to have access to Forest school timetabling blocks of intervention. Ensure that progress <u>within this is tracked</u> . 3. Improve sensory provision for SEND pupils who have sensory processing difficulties. Ensure 3 members of staff have training related to Sensory Processing needs so that they can do

	needs.	an audit of needs and set up appropriate sensory circuits to aid access to the curriculum.
		4. PE Coach to have training to support children with SEND needs. Organise weekly sessions to support these children with appropriate activities.
	Provide access to appropriate mental health interventions.	5. Apply for charitable funding to enable appropriate mental health interventions to continue for target children with ACES.
Improve access to information	Improve access to information for parents	1. Ensure information for parents is user friendly and available in different formats. E.g. face to face workshop, recordings on the website. PPT that can be translated into different languages.

2. Provide subject leader information in podcast
All leaders/ website Summer 27

form to increase subject access.

3. Signpost parents to appropriate support

All leaders/

Ongoing

groups, networks or support services. E.g Early

Responsible Admin

help service.

for Website

4. Organise Early Help meetings for parents in

DSL to organise Spring Term

school to support engagement with services

26/ 27

early.