



**'We Work Best When We Work  
Together'**

# **ACCESSIBILITY POLICY**

**Policy Update: May 2025**

**Policy to be reviewed by: May 2029**

## Mission Statement

Malvern Primary School aims to develop independent individuals who are equipped to meet the challenges facing lifelong learners.

## Aims

Malvern Primary School is an inclusive school, and our values reflect our commitment to a school where there are high expectations for everyone.

- We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind.
- Everyone in our school is important and included.
- Children are provided with high quality learning opportunities so that each child attains and achieves all that they can.
- We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

## Legislation and guidance

This document meets all legal requirements that defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.


## Definition of Special Educational Needs

- In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

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- The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:
    - have significantly greater difficulty in learning than the majority of children of the same age; or
    - have a disability which prevents or hinders them from making use of facilities of a kind provided for children of the same age in mainstream schools or post16 institutions; and
    - are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision were not made available for them.
  - Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
  - Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information, particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.



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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Malvern PS Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
3. Improve the availability of accessible information to disabled pupils.

The Accessibility Plan will be published on the school website. The Malvern Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report.
- Teaching and Learning policy.
- Behaviour policy
- School Development plan
- Health and Safety
- Administering medicine policy
- Positive behaviour policy