Mornington Primary School

Accessibility Policy and Plan 2026-2029

Approved by:	Rebecca Joyce	**Date:** March 2026
Last reviewed on:	March 2026	
Next review due by:	March 2027	

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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

At Mornington Primary School, we aim to create a welcoming, caring and inclusive school where every child feels valued and can succeed. We provide engaging learning experiences that help pupils build confidence, independence and resilience, preparing them for the next stage of their education and life beyond school.

We recognise that children have different strengths and needs. Our aim is to remove barriers to participation so that all pupils can benefit from the opportunities our school provides. We encourage respect, kindness and positive relationships throughout the school community, celebrating achievement and supporting every child to develop a positive attitude towards learning.

Our Accessibility Policy and Plan sets out how we will improve access for pupils with disabilities and support the inclusion of staff, parents, carers and visitors. They support our equality objectives and reflect our commitment to the Equality Act 2010.

Through our Accessibility Plan, we aim to:

- **Increase access to the curriculum.** Support pupils with disabilities to participate fully in teaching, learning and wider school activities, including clubs, trips and events. This includes adapting provision and providing appropriate resources, specialist equipment or additional support where needed.
- **Improve access to the school environment.** Identify and address physical barriers so that pupils with disabilities can access school buildings, facilities and outdoor spaces as independently as possible.
- **Make information more accessible.** Improve the availability of written information for pupils with disabilities and provide accessible communication for staff, parents, carers and visitors. We will consider individual needs and preferred formats, providing information within a reasonable timeframe.

We will help staff develop their understanding of equality, disability and inclusive practice through appropriate training and support. We will also work with families, relevant professionals and partner organisations to identify needs and inform improvements.

The Accessibility Plan will set out priorities, actions, responsibilities and timescales. Progress will be reviewed regularly to ensure that the plan remains relevant and responds to the needs of our school community.

The policy and plan will be published on the school website, with paper copies and alternative formats available on request.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

At Mornington Primary School, we have measures in place to support access for people with disabilities. These include level access to the main entrance, two accessible toilets and an accessible shower room.

Objectives to Increase Participation of Pupils with Disabilities in the Curriculum:

Objective	Action to be Taken	Outcome	Person Responsible
1. Improve access to teaching and learning for pupils with disabilities.	Review pupils' individual needs and identify barriers to learning. Adapt teaching, resources and classroom arrangements, and provide suitable equipment where required. Support staff through relevant training and advice.	Pupils can access learning and make progress.	SENCO and class teachers
2. Support pupils with disabilities to take part in wider school life.	Review access to clubs, educational visits, school events and other enrichment activities. Plan adjustments with pupils, families and activity providers so that individual needs are considered in advance.	Pupils have opportunities to participate in wider school activities.	Headteacher, SENCO and activity leaders
3. Maintain and improve accessibility across the school premises.	Review access routes and facilities. Maintain accessible toilets and shower room.	Facilities remain accessible and any identified barriers are addressed.	Site manager
4. Provide school information in formats that meet individual accessibility needs.	Provide information in suitable formats based on individual needs. Review website accessibility.	Pupils and families receive information they can access and understand.	Headteacher and school office staff

Objective 1: Improve access to teaching and learning for pupils with disabilities

Target	Strategies	Responsibility	Timeframe	Outcome
Identify pupils' needs and barriers to learning.	Gather information from pupils, parents, previous settings and relevant professionals. Review how pupils access lessons and record the adjustments, resources and support they require. Share relevant information with staff working with each pupil.	SENCO and class teachers	On admission, at transition and through termly reviews	Pupils' accessibility needs are clearly recorded. Staff understand the barriers pupils experience and the support required.
Ensure teaching and resources meet individual needs.	Adapt lesson delivery, instructions, task presentation and classroom arrangements. Use visual support, accessible texts, practical resources and alternative ways for pupils to record their learning. Seek specialist advice and provide equipment where needed.	Class teachers, teaching assistants and SENCO	Ongoing	Pupils can engage with lesson content and demonstrate their learning.
To ensure full access to the curriculum for all children.	Provide tailored resources, specialist ICT and equipment, seeking support from external agencies where needed. Track pupils' progress and set appropriate individual targets, using suitable assessment tools. Deploy trained teaching assistants and support staff to help pupils access learning and develop independence.	Headteacher, teachers, SENCO	Ongoing	All pupils are able to access the curriculum. Appropriate support is available so all pupils can access the curriculum equally.
Review training for all staff in teaching children with a medical issue	SENCO to seek professional bodies to provide training for children with any medical needs.	SENCO and class teachers	Ongoing	All staff have clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them.
Use and regularly review individual SEN support plans and one-page profiles to record pupils' needs, support strategies and educational outcomes.	Develop SEN support plans and one-page profiles with pupils, parents and relevant professionals. Share plans with relevant staff and use agreed strategies in daily teaching and support. Review plans termly, evaluate progress and update targets and strategies.	Ongoing	SENCO and class teachers	Staff understand pupils' needs and provide consistent support.

Objective 2: Support pupils with disabilities to take part in wider school life.

Target	Strategies	Responsibility	Timeframe	Outcome
Improve access to clubs and enrichment activities.	Discuss pupils' needs and interests with families and activity leaders. Review activity spaces, equipment and support arrangements. Make appropriate adjustments and ensure providers receive the information needed to support participation.	Office staff and club leaders	Before pupils join	Pupils with disabilities can access clubs that reflect their interests. Any barriers to attendance or participation are identified and addressed.

Target	Strategies	Responsibility	Timeframe	Outcome
Include accessibility needs in educational visit planning.	Consider access to venues, transport, toilets and planned activities when selecting visits. Consult families and providers, agree individual support and include relevant arrangements in visit planning and risk assessments.	EVC, visit leaders and SENCO	At the planning stage and before each visit	Accessibility arrangements are agreed in advance. Pupils can participate in visits with appropriate support and adaptations.
Enable participation in school events and daily activities.	Review arrangements for assemblies, performances, sports events, playtimes and lunchtimes. Adapt seating, equipment, activities or adult support where needed. Prepare pupils for unfamiliar routines and environments.	Class teachers and SENCO	Before events and as part of ongoing provision	Pupils can take part in school activities alongside their peers. Staff understand and implement the support arrangements.
Use pupil and family feedback to improve participation.	Ask pupils and parents about activities they enjoy, opportunities they would like to access and difficulties they experience. Review participation and agree actions where pupils are missing opportunities because of accessibility barriers.	SENCO and class teachers	Termly and following activities where concerns arise	Pupil and family views inform planning. Identified difficulties lead to recorded actions and follow-up reviews.

Objective 3: Maintain and improve accessibility across the school premises.

Target	Strategies	Responsibility	Timeframe	Outcome
Maintain clear and usable access routes.	Keep the main entrance, corridors, doorways and classroom routes free from obstructions. Review furniture layouts to allow pupils to move around comfortably. Report damaged surfaces or other access difficulties promptly.	Site manager and all staff	Daily checks; layouts reviewed when needs change	Access routes remain clear. Reported obstructions or maintenance issues are resolved, supporting pupils' movement around school.
Keep existing accessible facilities in good condition.	Check the two accessible toilets and accessible shower room regularly. Keep facilities available for their intended use, report faults and arrange repairs. Review their suitability when individual access or personal care needs change.	Site manager, Headteacher and SENCO	Through regular premises checks and as needs change	Accessible facilities remain available, usable and maintained. Any faults or suitability concerns are recorded and followed up.
Identify and prioritise further access improvements.	Review access to classrooms, shared spaces, entrances and outdoor areas. Consider pupils' mobility, sensory and other accessibility needs, drawing on family feedback and specialist advice where appropriate. Record barriers and agree priorities, costs and completion dates.	Headteacher, site manager and SENCO	Annually and when new needs are identified	An up-to-date record identifies access barriers and planned improvements. Progress against agreed actions is reviewed.
Support safe movement and emergency evacuation.	Review whether pupils need individual assistance to move around school or leave the building in an emergency. Prepare PEEPs where required, brief relevant staff and check arrangements during drills.	Headteacher, SENCO and site manager	On admission, when needs change and during scheduled drills	Relevant staff know how to assist pupils safely. Evacuation arrangements are recorded, practised and updated when necessary.

Target	Strategies	Responsibility	Timeframe	Outcome
Ensure accessible parking is available for people with disabilities.	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. Keep the space and route into school clear of obstructions. Inform staff, parents and visitors about parking arrangements and review these when access needs change.	Headteacher, office staff	Ongoing	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

Objective 4: Provide school information in formats that meet individual accessibility needs.

Target	Strategies	Responsibility	Timeframe	Outcome
Identify and record individual communication needs.	Ask pupils and families how they prefer to receive information and what adjustments help them access it. Record relevant preferences and share them with staff responsible for teaching and school communications.	SENCO, class teachers and school office staff	On admission and when needs change	Communication preferences are recorded and used when preparing information. Pupils and families know how to request an alternative format.
Provide accessible school communications.	Adapt letters, forms, newsletters and event information as needed. Offer suitable alternatives, such as large print, clear layouts or accessible digital documents. Agree suitable formats and delivery times with families.	School office staff and Headteacher	As required, within an agreed timeframe	Families receive important information in a format they can access and in time to respond or participate. Feedback informs further adjustments.
Adapt written learning materials.	Present worksheets, instructions, timetables and other resources in formats suited to pupils' needs. Consider font size, spacing, contrast, visual support and digital accessibility.	Class teachers, teaching assistants and SENCO	Ongoing	Pupils can use learning materials with appropriate support. Their feedback helps staff improve the presentation of information.
Review access to website information.	Check that key information is easy to find and read. Review headings, navigation, text contrast, image descriptions and downloadable documents. Work with Juniper to address identified accessibility difficulties.	Headteacher, school office staff	Ongoing	Website reviews identify and resolve accessibility issues. Users can find key information and request alternative formats where needed.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and SENCO.

It will be approved by the governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy