

MOSTON FIELDS Primary School

Accessibility Plan

Policy Reviewed: October 2026

Review Due: October 2029

‘Growing lifelong learners.’

Our vision is to provide an inspiring education that sets all children up with the knowledge, skills and motivation needed to become learners for life – in the classroom and beyond. We recognise that children join our diverse school community with unique and varied life experiences, interests and skills creating an opportunity for a vibrant and exciting learning journey for all. Through ensuring children feel included, respected, safe and secure; with their achievements and contributions recognised, all children will become caring, responsible future citizens that the community are proud of.

1. This Accessibility Plan has been drawn up in consultation with the staff and governors of the school and will be ratified by governors at the meeting in October 2026.

2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion

3. Moston Fields Primary School, plans over time, to continue to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

    - Further develop the school environment to support physical needs adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

    - 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 able-bodied pupils; (If a school fails to do this, they are in breach of the DDA).

    - 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 aids and equipment, which may assist these pupils in accessing the curriculum.

    - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might 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 time frame.

4. Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis or as required.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents: Equality objectives, Health & Safety (including off-site safety) SEND Policy, Behaviour Policy, School Improvement Plan, and the school's statement of ethos and values.

7. The Action Plan for physical accessibility relates to current and projected needs and funding.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

9. The School Website will feature the Accessibility Plan under 'Policies'.

12. The Plan will be monitored by the Health and Safety and SEND Link Governors.

13. The Plan may be monitored by Ofsted as part of their inspection cycle. The school meets the requirements of the Disability Equality Scheme.

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues	a) To create access plans for individual disabled children as part of the IEP process. b) Annual reminder to parents, carers through admission forms and newsletter to let us know if they have problems with access to areas of school.	As required Ongoing process	Assistant Head for Inclusion / Class Teacher Headteacher/FGB	IEP's are in place for pupils with disabilities, and all staff are aware of pupils' needs. Assistant Head for Inclusion to advise re training for staff re particular disabilities Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.

Targets	Strategies	Timescale	Responsibility	Success Criteria
	c) Staff to share SEND information with all agencies and support staff to ensure continuity of care for the children	Staff dealing with children with specific needs, fully informed to be in place by Autumn 1.	Assistant Head for Inclusion	All agencies and Support Staff are aware of needs of SEN children at all times and are working with them accordingly All IEPs to be updated each term
Ensure everyone has access to the school office reception area	a) Ensure that nothing is preventing wheelchair access b) Provision of appropriate seating c) Ensure welcome and key information in foyer is available in languages spoken by parents (admin to provide figures)	Daily check to ensure the area in clear of obstructions Autumn term then ongoing September (Annually) Ensure that appropriate seating is available to all wheelchair users re alternative seating.	Site Team/SBM/HT Assistant Head for Inclusion /HT	Disabled parents / carers / visitors feel welcome. Child/adult has appropriate choice of seating according to needs

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Maintain safe access for visually impaired people	Check condition of yellow paint on any step edges regularly Check exterior lighting is working on a regular basis Put black/yellow hazard tape on poles at ends of all play equipment to help visually impaired children	Ongoing checks Ongoing checks Ongoing checks	Site Team/SBM/HT	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. External Lights to be checked and working Children knows where equipment ends
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for any disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SEND information c)If a person uses a wheelchair they must be made aware of the most efficient exit route in case of emergency	Updated annually Updated annually Annually	Assistant Head for Inclusion Headteacher to remind staff through briefings Assistant Head for Inclusion / Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Use FM Hearing System where required	Take advice from Hearing Support Service on appropriate equipment if this becomes necessary	As required	Assistant Head of Inclusion	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability Ensure that all outdoor learning areas are accessible for people with a disability.	Ensure staff are aware of need to keep fire exits clear. Ensure that all routes are clear and risk assessed by all staff and outside agencies such as forest school practitioners.	Daily (Site Team) As required	All staff/HT All staff and outside agencies	Everyone including disabled personnel and pupils have safe independent exits from school All children have access to outdoor areas.

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Training for Awareness Raising Equality Issues	Provide training for all Stakeholders as needed. Discuss 'perception' issues with staff to determine the current status of the school	Ongoing involvement as required	Assistant Head for Inclusion	Community will benefit from an inclusive environment
Ensure all Staff including Support Staff have specific training on disability issues including early identification of and teaching children with, SEND	Identify training needs at regular meetings	Ongoing	Assistant Head for Inclusion / Headteacher	Raised confidence of all Staff including Support Staff
Ensure all staff including Support Staff, are aware of disabled children's curriculum access	Set up a system of IEPs for disabled children when appropriate. Share information with all agencies involved with each child	Ongoing	Assistant Head for Inclusion	All staff are aware of individual's needs
Classrooms are optimally organised to promote participation and independence of all pupils	Audit needs of children and organise the classroom furniture etc. to support the needs of all children to take part fully in all curriculum areas with appropriate independence.	Ongoing	Class Teacher/ Assistant Head for Inclusion	Children able to move round freely, access resources for learning independently and take part in all areas of learning

Targets	Strategies	Timescale	Responsibility	Success Criteria
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	PE/EVC lead/ Phase leaders	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually	Assistant Head for Inclusion & PE co-ordinator	All pupils have access to PE and are able to excel. Support staff for individuals will. will be there according to needs plan
Review assembly timetable, curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Annually	Assistant Head for Inclusion & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in after school activities	Discuss with All Staff including people running other clubs after school – private providers. Additional support may have to be available after school.	As required/ ongoing	Assistant Head for Inclusion	Disabled children feel able to participate equally in out of school activities.
Develop links with a specialist provision	Gain expert advice regarding a range of SEND issues to support individual children to the best of our ability	As required / ongoing	Assistant Head for Inclusion / Headteacher	Increased understanding of the opportunities for learning available to the children

Access to information

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Signage around school to be enlarged to assist visual impairment	Audit Signage, order necessary signs and have them put up.	Annually	Headteacher / Assistant Head for Inclusion	Independent movement round the school site supported by appropriate signage
Inclusive discussion of access to information in all parent/teacher annual meetings	Translation Tool on the website and Class Dojo to allow multi-lingual access - ensure parents know	Annually	Assistant Head for Inclusion / Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all