

# Accessibility plan 2026 - 2029

## Melbourne Infant School



**Approved by:** Chair of Governors

**Date:** March 2026

**Next review  
due by:** March 2029

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	4
4. Monitoring arrangements .....	7
5. Links with other policies .....	7

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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:

- To reduce and where possible, eliminate barriers to accessing the curriculum and to enable full participation at Melbourne Infant School for pupils and prospective pupils, with a disability.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Melbourne Infant School has high ambitions for all individuals and expects them to participate and achieve in every aspect of school life. We have a caring supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people; pupils, staff, parents, carers and others who use the school. We promote a positive attitude towards disabled people to ensure discrimination and harassment are not acceptable. 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, sexual orientation and other cultural needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 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 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Information from pupil data and school audit

Initial information to establish the profile of the pupils entering reception and their needs is gathered by school staff. The information is collated prior to starting school by:

- Information gathered from previous settings and providers
- Induction meetings
- Parent meetings
- If appropriate home visits

Parents and carers are invited to share any changes in their child's needs, whenever any change occurs, including how school could support in addressing any barriers that may be present relating to

- Curriculum access
- Physical environment
- Written information

## 4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	<p>All children will access a differentiated curriculum.</p> <p>Quality First Teaching strategies - Adaptive Teaching, Reasonable Adjustments - are implemented by all teachers.</p> <p>Tiered approach will be used to deliver a differentiated curriculum - Universal/Target/Specialist provision.</p> <p>Short term</p>	<p>Monitor provision through observations and learning walks. Termly meetings with SENDCo and all staff.</p> <p>Staff training from ISAT - Exploring Classroom Dynamics and Environmental Factors in Pupil Engagement</p>	<p>HT SENDCo SLT SENTA TA Class Teacher Midday Supervisors Office Staff</p>	Ongoing	All children will be offered an accessible curriculum that meets the needs of all individuals.
	We use resources tailored to	Resources provided will	Monitor current	All staff	Ongoing	School resources

	<p>the needs of pupils who require support to access the curriculum.</p>	<p>enable and support children with disabilities to access the curriculum.</p> <p>Reasonable adjustments are made to the school's behavior policy as and when appropriate.</p> <p>Adaptive teaching strategies are being implemented e.g. Modelling/Scaffolding.</p> <p>Long term</p>	<p>resources and measure their impact on accessibility and learning. Parent/carer views consulted regularly to ensure maximum impact on learning and achievement.</p>	<p>Parents/ carers</p>		<p>support access to the curriculum for all.</p>
	<p>Curriculum resources include examples of people with disabilities.</p>	<p>Resources provided will show examples of children with disabilities - Assemblies, Awareness Events, Classroom books and learning resources.</p> <p>Long Term</p>	<p>Audit current resources through staff discussions. Purchase resources as necessary.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>School has a wide variety of resources that include people with disabilities.</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Progress of all children will be tracked and monitored</p> <p>Short term</p>	<p>Assess Plan Do Review cycles used to identify barriers and measure impact of provision in place. Insight used to track progress and attainment. Termly data analysis.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>All children's progress will be tracked. Sub -groups will be monitored to ensure progress and attainment levels are at least expected for the individual.</p>

	Targets are set effectively and are appropriate for pupils with additional needs.	Children with additional needs will have short term targets. Short term	Identify barriers and implement APDR cycles identifying targets.	SENDCo Class Teachers	Ongoing	Individual class records identify provision for children with SEND. Boosters, interventions, APDR cycles and Adaptive Teaching strategies, will identify children's targets matched to current need providing quantitative data to ensure progress is being made.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Curriculum will meet the needs of all children. Long term	Regular review of curriculum to monitor and update.	All staff	Ongoing	The schools offer will meet the needs of all children including children with SEN.
	Use of IT to support learning if required.	IT will be used to support children with additional needs. Long term	To purchase equipment when necessary.	All staff	Ongoing	Schools' resources support access to the curriculum for all.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. Melbourne Infant School has one accessible toilet with nappy disposing facilities. Three	Melbourne Infant school will be adapted to meet the needs of all current pupils. Long term	Monitor current environment and liaise with other professionals as appropriate to ensure	Headteacher/ SENDCo Other appropriate	Ongoing	Melbourne Infant School will be fully accessible to all.

	classrooms have ramps that provide access in and out and two designated disabled parking bays are allocated at the front of the school. The school corridors and doors provide ample width to enable wheelchair use.		the physical environment is accessible.	professionals		
Improve the delivery of information to pupils with a disability	Review documentation to check accessibility for parents with English as an additional language.	To provide parents with English as an additional language accessible formats. Short Term	Liaise with Speech and Language therapists Ensure school communication packages offer translating facilities	Headteacher SENDCo	Ongoing	All parents/carers can access school documentation.
	Written materials and information can be provided in a range of format if required e.g. large print, symbols, Makaton, braille.	To ensure all pupils/ carers have access to all written information in their preferred format. Short term	School to provide different written formats.	Headteacher/ office staff	Ongoing	Pupils/ carers will be able to access all written information
	Methods the school uses to ensure all stakeholders can easily access all relevant information - website, text message, hard copies of documents when needed, email, Facebook Page, social media.	To ensure all stakeholders can access all relevant information. Short term	Continually monitor stakeholder population to ensure that information is always accessible.	Headteacher/ office staff	Ongoing	All stakeholders can easily access all relevant information

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by governing body.

## **5. Links with other policies**

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

- Health and safety policy
- Equality Plan
- Special educational needs (SEN) information report
- Administering Medicines policy
- Curriculum Policy