



Disability and Equality Scheme Accessibility Plan 2026-2029



Milton Church of England Primary School nurtures the progress of every child through a creative curriculum. Independent learning is encouraged through a wide variety of rich, challenging and exciting activities. Fundamental to achievement are the acquisition of knowledge, skills and reflective thinking.

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. It states that, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At Milton Church of England Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they develop a respectful, caring attitude towards each other and the environment both locally and globally.

The Milton Church of England Primary School Accessibility Plan shows how access can be developed for disabled pupils, staff and visitors to the school within a reasonable timeframe. It anticipates making adjustments to accommodate the needs of pupils, parents and staff with a disability. The Accessibility Plan contains relevant and timely actions to:

- Ensure that there is 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. As well as teaching and learning and the wider curriculum of the school, it includes 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.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.
- Ensure that there is high quality and appropriate written information for pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, books and information about the school and school events. The information will be made available in various formats within an appropriate timeframe.

Milton Church of England Primary School Accessibility Plan relates to the key aspects of the physical environment, the curriculum and written information.

Aims

- Ensure that pupils with a disability can access the curriculum.
- Improve and maintain access to the physical environment.
- Ensure that there is high quality and appropriate written information for pupils and parents.

Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. We support parents of pupils with a disability in sharing information with us regularly at parents' evenings, action plan meetings and more informal conversations at the start and end of the school day.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. These challenges are met on an individual basis, drawing up risk assessments in consultation with pupils, parents and visit providers.

Curriculum

There are areas of the curriculum in which disabled pupils may need additional support. Some areas of the curriculum present particular challenges, for example in PE pupils with a physical impairment may need individualised support. Within Science and DT, pupils with visual impairment may need individualised support.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff as and when needed or requested.

Access Audit

The school is comprised of a single storey building with several access points from outside. There are several levels within the single storey buildings connected by ramps or shallow steps. The main entrance is secure and fully accessible to wheelchair users. There are disabled toilet facilities available in the main reception, the Year 6 cloakroom and the Early Years corridor. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We consult with relevant experts, as appropriate, when new situations regarding pupils with disabilities are experienced. This is true for short term as well as long term needs.

School Aims

Aim 1

To ensure that disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To liaise with Key stage 1 staff regarding the requirements of future intakes.	Identify pupils who may need additional provision.	Summer Term	HT SENDCo	Procedures / equipment are in place by September.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Comply with the Equality Act 2010	Ongoing review of policies each Summer term.	HT All subject leaders	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents.	Ensure collaboration and sharing between school and families. Ensure parents are aware of how to ask for support.	Ongoing	HT SENDCo All Teachers	There is a clear collaborative working approach.
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, epilepsy or mobility issues.	Ensure collaboration between all key personnel. First Aid and Medical Needs policy is up to date and reviewed as per plan.	Ongoing	HT Teachers TAs External services dependent on need	There is a clear collaborative working approach.
To ensure full access to the curriculum for all children.	Seek the advice of specialist advisory teachers. Ensure that there is continuing professional development opportunities for all staff. • Ensure that all knowledge is clearly defined, with clear teaching sequences that are broken down into small steps • Use of modelling and scaffolding to ensure high level of success for all children	Ongoing	Teachers SENCO External services dependent on need	Advice is taken and strategies evident in classroom practice. Pupils with additional needs or disabilities are supported and accessing the curriculum.

	• Explicit teaching of vocabulary and other important information. • Use of evidence-based teaching pedagogies to enable best classroom practices from all adults • Ensure that classroom environments support the learning of all and avoid cognitive overload. • Use of routines and structures in all areas of the school day to create a safe, predictable environment where children are able to attend to their learning. • Use individual assessment materials to measure the small steps a child may make. • Where appropriate ensure that support staff are available to assist pupils. Ensure that support staff have relevant training. • Include the use of multimedia activities to support most curriculum areas. • Use interactive ICT equipment as appropriate. • Ensure that specific equipment is sourced from occupational therapy or other agencies as needed.			
--	--	--	--	--

To review attainment of all SEN pupils.	Class teachers will discuss the attainment of SEN pupils with the headteacher and team leader during Pupil Progress meetings.	Termly	Class teachers HT SENDCo	Progress made towards Individual Health Care Plan Targets is evident.
	SENCo will review entrance and exit data for intervention programs as well as action plans. Plan regular meetings with parents of pupils with SEN to discuss progress and attainment.	Half termly / termly as appropriate Half termly	HT SENDCo Class teachers Class teachers	Provision mapping shows clear targets and progress made by pupils.

To encourage the involvement of disabled students in classroom discussions/activities.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) ● Wheelchair access ● Screen magnifier software for the visually impaired ● Features such as sticky keys and filter keys to aid disabled users in using a keyboard ● Elklan and Makaton training for relevant staff ● Provide scaffolding, as appropriate, to enable disabled pupils to take part in lessons ● Create positive images of disability within the school so that pupils begin to develop an understanding of the needs of disabled people	Ongoing	Whole school approach	Explicit teaching of vocabulary Low stimulus environments Routines and structures for safe, predictable environments Well-planned sequencing of teaching supported with extensive modelling Use of visuals to support the teaching and learning
To utilize classroom adaptations, scaffolding and evidence-based teaching and learning pedagogies to allow all children to access the curriculum				Ensure that the needs of all disabled pupils, parents and staff are represented within the school.
Ensure all children take part in a variety of extra curricular activities both in school and out of school.	● Carry out Audit of children's activities in September, if there are gaps, encourage clubs such as Dance, Guitar, Lego, Football, Gardening etc,	Audit carried out in September and reviewed each term		
To evaluate and review the above short and medium term targets annually.	See above	Annually	SLT SENDCo	All children are making good progress from their various starting points.

Aim 2

To improve and maintain access to the physical environment.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve the physical environment of the school.	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when undertaking future improvements and refurbishments of the site and premises. This may include improving access, lighting, colour schemes and furniture choices.	On going	SLT Caretaker	The school environment is accessible to pupils, staff and visitors with disabilities and meets their needs.
To ensure that the learning environment is supportive for all learners and avoid cognitive overload	Displays to be purposeful and supportive of the teaching and learning. Hessian backing to be used to minimize distraction.	Ongoing	Teaching and non-teaching staff	Purposeful learning environments are evident when learning walks take place.
To ensure all stakeholders with a disability are able to access and use the school environment.	● Create individual access plans for disabled children. ● Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met as appropriate.	Ongoing	SLT Teaching Staff Caretaker	When access plans and outcomes of questionnaires are reviewed, it is evident that steps have been taken to meet the needs of individuals.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	Head Teacher SEND Co Health Professionals	There is evidence that care plans are being put into action to support pupils with medical needs.
To ensure disabled parents have the opportunity to be involved with the life of the school.	● If necessary, ensure there is a space where blue badge holder parents can park. ● Offer a telephone call to explain letters home.	On going	Whole school team	Ensure that disabled parents are fully included and have the opportunity to be involved in their child's education.
To improve community links.	The school will continue to maintain links with schools in the Cambridgeshire Local Authority and the wider community.	Ongoing	SLT All staff	There is evidence of links with different schools within the local community.

To continue to develop and maintain playgrounds and facilities.	Look for funding opportunities to develop playground facilities.	Ongoing	Whole school approach	There are inclusive child-friendly play areas.
To ensure the roads and paths around school are as safe as possible.	Communicate with parents regularly about the safest way to drop off pupils at school and appropriate places to park cars Communicate with parents about where it is appropriate for children to use their bikes and scooters around the school site.	Ongoing	SLT	Traffic order in front of school is adhered to.

Aim 3

To ensure that there is high quality and appropriate written information for pupils and parents.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure that children with visual impairment have access to the curriculum.	Communicate regularly with parents and external agencies about the visual needs and the best way to present information. Create resources using enlarged fonts and different coloured papers as appropriate. Interactive whiteboards to be pastel colours, not white.	Ongoing	All staff	All pupils have access to written information in an appropriate format.
To enable pupils, parents and visitors to access high quality, appropriate written information.	● Raise awareness of font sizes and page layouts that will support individuals with visual impairments. ● Audit the school library to ensure there are texts with larger fonts. ● Audit signage around the school to ensure that is accessible to all. ● Offer to support parents by talking through and explaining written correspondence where appropriate.	Spring term	All staff	Children, parents and visitors report that they can access relevant information around school.

To regularly review children's records to ensure that staff have awareness of individuals with disabilities.	- Records will be passed on to new class teachers and discussed at end of year class teacher meetings. Discussion will include information about the needs of pupils and parents and the best way to share and present information. - Information for annual reviews, and action plan meetings will be made available in a format appropriate for those attending the meeting. - Where parents are required to complete paperwork, they will be provided in an accessible format. Where appropriate, a member of staff may complete paperwork with parents.	Ongoing	Class teachers SLT Outside agencies Office staff	Members of staff are aware of the needs of pupils within their class and the best ways in which to share information with them. Teachers are aware of the best way to communicate with parents with additional needs.
To evaluate and review the above short and medium term targets annually.	See above	Annually	SLT SENDCo	Pupils, parents and staff report that written information in accessible and appropriate.

Date this plan was updated: October 2026 NB. Accessibility Plan will be reviewed more frequently as the need arises.

Date of Review: July 2029