



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

ACCESSIBILITY PLAN

2025 –2028

Policy	Accessibility plan 2025 – 2028
Reviewed by	Faye Haslam
Date	September 2025
Approval level	Head of School
Adopted	01/10/2025
Next review due	September 2028

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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 disabled pupils can participate in the curriculum
- 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 its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Moor Park Primary School is an inclusive establishment which aims to set challenging targets for all pupils and ensure everyone accesses our broad and balanced curriculum. We aim to deploy staff and resources to ensure all pupils meet their full potential. 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. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, parents, staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can Proud to be part of 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.

Aim	ACTIONS TO BE TAKEN	SUCCESS CRITERIA	TIMESCALE
Continue to Increase access to the curriculum for pupils with a disability	- Continue to differentiate the curriculum for all pupils - Regular training on differentiation for all staff Explore the use resources tailored to the needs of pupils who require support to access the curriculum - Ensure curriculum resources include examples of people with disabilities - Continue to track progress and set targets of all pupils, including those with a disability - Regularly review the curriculum to make sure it meets the needs of all pupils - Hive and Halo provision established September 2024	Children with disabilities have full access to the curriculum with reasonable adjustments made and good progress across all subjects.	Ongoing
Improve and maintain access to the physical environment	Adapt the environment to ensure it meets the needs (as required) of those who	Children, staff, parents, governors, visitors have full access to all areas within the school site	January 2026 Ongoing – dependent on children.

	access the site. This includes: Ramps (LKS2 Corridor) Classroom door width, Disabled parking bays, • Personal Emergency Evacuation Plans • Disabled toilets and changing facilities Halo / Hive.		
Ensure all stakeholders can access resources, letters, documents and signs.	• Use large print and audio formats as required. • Use of symbol software and other languages (Widgit) • Alternative formats to be produced if required. • Identify stakeholders who may need alternative formats. • Review internal signage	All stakeholders have access to and understand school information/communication e.g. letters. Where needed, pupil's resources are adapted to allow them to access the children e.g. large print overlays	Ongoing
Ensure all extra curricular activities, including trips are planned to ensure the participation of all pupils	• Staff hours to be adjusted to assist with after-school clubs to support children where possible • When allocating clubs, ensure pupils with SEND are included Ensure venues and means of transport are vetted for	All pupils are able to access all school trips and extra-curricular activities.	Ongoing

	suitability Train staff on ensuring trips are accessible • Pupils with SEND to be identified on Evolve and Risk Management Plans. • Consider enhanced funding for EHCP pupils who require wrap around care, within Local Authority.		
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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 SENCO, Head of School and Synergy Education Trust. It will be approved by the Local Governing Board.

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