



Accessibility Plan 2025-2026

Key Document Details

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Accessibility

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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. At Mountford Manor Primary School we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

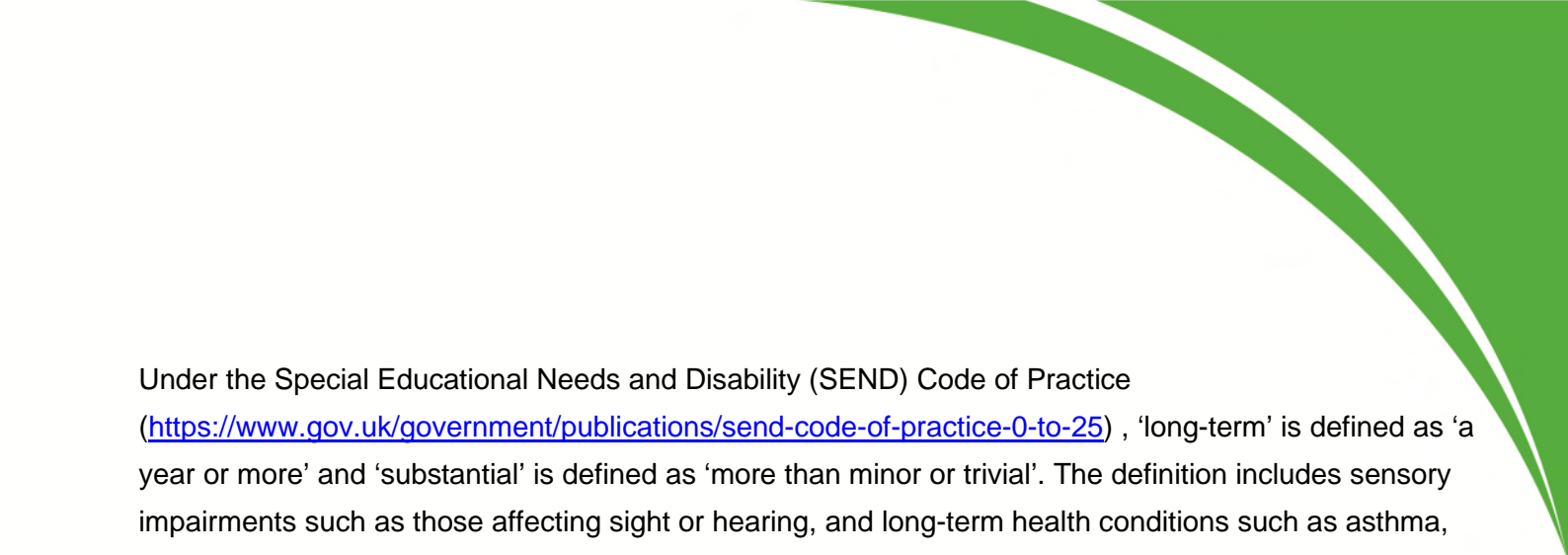
Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan and works as part of The White Horse Federation multi academy trust.

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. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) and the Department for Education (DfE) guidance for schools on the Equality Act 2010 (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>).

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 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) , '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. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	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	Curriculum progress is tracked for all pupils, including those with a disability. All children on the SEN register have a pupil profile and star card. These set out individual targets that are shared with pupils, parents and all the staff.	Pupil Profiles are up to date and forms a key part of the planning and assessing process for all staff.	Review every term.	Class Teachers and SENCO	Updated every term.	<p>Pupils with SEN are included in their learning of the curriculum.</p> <p>Pupil Profiles in place and highlighted to support the needs of individual children.</p> <p>Clear, precise targets on the Star Cards are SMART targets and children and teachers are aware of these and scaffold these in classes for the children.</p> <p>Systems in place for monitoring academic, social progression and scaffolding.</p>
	We use resources tailored to the needs of the pupils who require support to access the curriculum.	Incorporate Quality First teaching into all planning. Staff to use and access WIDGIT for resources.	Review during termly learning walks Review at each data point in Pupil Progress meetings	Class Teachers	Updated every term	<p>Improved access to the curriculum for all pupils.</p> <p>Staff and pupils know targets and are supported to achieve these through the resources available to them.</p>
	Monitor how well pupils with disabilities are achieving	Identify which pupils with disabilities are SEN and those who are not.	Review at each data point in Pupil Progress meetings	Class teachers/ SLT	Updated every term	Systems in place to monitor academic and social

	<p>academically and socially.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Include personalised learning plans, as appropriate.</p> <p>All new staff to be aware of any plans through Induction.</p> <p>Use of WIDGIT to support teachers to tailor resources for individuals.</p>	<p>Review coverage and SMART targets on a termly basis with SENDCO during SEN clinics.</p>			<p>progression and scaffolding.</p> <p>Parents/carers are involved in process and feel informed of their child's progress.</p>
	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Use RAG assessments and additional interventions to record and analyse extra SEN data.</p>	<p>Adapt curriculum if needed for children with SEN e.g., some children have interventions or scaffolded work.</p> <p>Consolidate the new system for Tracking Progress of all SEN children.</p> <p>Use of WIDGIT for scaffolded resources.</p>	<p>Review impact of interventions termly through regular assessment and track the progress of pupils.</p> <p>Use of CAT4, GL progress tests, NGRT tests for core subjects and Little Wandle phonics assessments for progress for SEN children. HAST and Salford assessments carried out to monitor reading and spelling age.</p>	Class teachers, TA's and SENCO	Update termly	<p>All children make progress for their starting points.</p> <p>Increased pupil participation.</p> <p>Improved access to the curriculum for all pupils which creates individual support for children, monitors achievements of SEN, evaluates support and interventions and is adapted to the needs of the children and will ensure SEN children make progress.</p>
	<p>Promote positive attitudes towards pupils and all others with disabilities.</p> <p>Ensure that the school has an inclusive nature in all elements of the curriculum and school life.</p>	<p>Celebrate and highlight key national and local events such as Paralympics, deaf awareness and learning Disability week.</p> <p>Promote outside visits from key groups.</p>	<p>Invite speakers of different abilities into school to support pupil's awareness.</p>	Class teachers, TA's and SENCO	Update termly	<p>Pupils are demonstrating that they understand and have a positive attitude towards disability.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of the pupils as and when required.</p>	<p>Kept under review and adapt as and when necessary.</p>	<p>Risk assessments and health and safety audits are completed.</p>	Sodexo/EEFL /Estates Team/ Principal	On-going	<p>Access to school buildings and site meet the needs of the school community.</p>
	<p>Access to the school buildings and site can meet diverse pupils</p>	<p>Keep under review and continue to audit disabled</p>	<p>Risk assessments and health and safety</p>	Sodexo/EEFL /Estates Team/ Principal	On-going	<p>Where it can be reasonably achieved, the</p>

	<p>and parent's needs.</p> <p>toilets as necessary.</p> <p>Review parking permits for parents with disability to ensure children are at school on time.</p> <p>Disabled car parking spaces are available in the spaces closest to the building.</p>	<p>audits are completed.</p>			<p>school building continues to be accessible for all.</p> <p>Access to the school site meet the needs of the school community.</p>	
	<p>Clear signs around the school premises and within the school building.</p> <p>Disabled toilets accessible for adults and pupils.</p>	<p>School site is clean and safe as well as accessible for all of the school community.</p>	<p>Risk assessments and health and safety audits are completed.</p>	<p>Sodexo/EEFL /Estates Team/ Principal</p>	<p>On-going</p>	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p> <p>Pupils and adults have access to a disabled toilet with adequate fixtures/ fittings.</p>
	<p>All staff make classrooms accessible</p> <p>ALL DOWNSTAIRS CLASSROOMS ARE ACCESSIBLE as there are no steps and doorways are wide.</p> <p>All staff make classrooms accessible</p> <p>LOOK AT ACCESS TO UPSTAIRS CLASSROOMS</p> <p>Make entry to all areas more accessible for wheelchair users and</p>	<p>Develop system to allow entry for wheelchair users</p> <p>Circulate a "Reasonable Adjustments" classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness</p> <p>Improve access to all areas during any re-design</p>	<p>Risk assessments and health and safety audits are completed.</p>	<p>Estates/ SLT</p>	<p>On-going</p>	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p>

	others, think beyond the ramp.					
	Ensure that all disabled pupils can be safely evacuated		Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary	SENCO and class teachers	On-going	Children are safe and can exit the building.
Improve the delivery of information to pupils with a disability	Our School uses a range of communication methods to ensure information is accessible for all. This includes: Internal signage, large print resources if requested, letters printed on different coloured paper, pictorial or symbolic representations.	The school office will support and help parents to access information and complete school forms. Our admin team and the WHF market team ensure that the website and all documents that are accessible via the school website can be accessed by all. Where possible, access to translators, sign language interpreters to be considered and offered for any meetings.	As required	Office/ Staff/ SLT	On-going	Parents and carers to feel welcome in the school.
	Provide information and letters in clear print in 'simple' English. For EAL parents, ensure that letters are translated into their spoken language.	Provide information to parents in simple English so that messages are clearly understandable. Translate, wherever possible, letters for parents who are EAL into their spoken language	As required	Office/ Staff	On-going	Parents and carers to feel welcome in the school.
	School office will support and help parents to access information and complete school forms if necessary.	School office will support and help parents to access information and complete school forms if	As required	Office/ Staff	On-going	Parents and carers to feel welcome in the school.

		necessary.				
	School website and all documents accessible via the school website can be accessed by all school community users	Provide information to parents in simple English so that messages are clearly understandable. Translate, wherever possible, letters for parents who are EAL into their spoken language. Our admin team and the WHF marketing team ensure that the website and all documents that are accessible via the school website can be accessed by all.	As required	Office/ Staff/ WHF marketing team	On-going	Parents and carers to feel welcome in the school. Website is fully accessible for all.
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible. Translate, wherever possible, letters for parents who are EAL into their spoken language	As required	Office/ Staff	On-going	Website is fully accessible for all. Parents and carers are fully informed with what is happening in school. Parents and carers will feel welcome in the school.

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 the Principal and Local Board of Governors.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys	Ensure that the hand rail is of child height. Encourage safe movement up and down the stairs – up on the left, down on the left. Walking and taking a step at a time.	All staff	As and when required
Classroom access	Classrooms have access to enough furniture for the number of children registered to that room.	Check wheelchair access to the rooms and space around the room to move around freely.	Estates Team SENCO	As and when required
Lifts	No lifts in school –			
Parking bays	Disabled parking bays in car park	Ensure these are clearly signposted for visitors.	Estates Team	As and when required
Entrances	Accessibility to opening main reception door for parents/carers/ pupils in a wheelchair.	Review access to the main reception – door.	Estates Team	As and when required
Toilets	Two disabled toilets which is suitable for wheelchair users	Ensure all fittings are present and that access in and out of room is accessible for outside the room.	Estates Team	As and when required
Reception Area/ car park	Two doors to open to enter the building.	Weight of door – can wheelchair users access unaided.	Estates Team	As and when required
Internal signage	Signs on internal doors updated	Review signage – order new signs for internal doors and when necessary	Principal and site manager	Termly
Emergency escape routes	Fire exits clearly sign posted	Fire exits are used during fire alarm practices termly.	Principal and site manager	Reviewed termly