



**MORDIFORD C of E
PRIMARY SCHOOL**

Treasure each individual

NURTURE

INSPIRE

FLOURISH

Accessibility Plan



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Statement of intent

This plan outlines how Mordiford CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.



1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.



The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.



Planning duty 1: Curriculum

Target	Action	Timescale	Resp.	Outcome	Monitoring achievement:
To ensure that the curriculum is accessible for all pupils regardless of any barrier to learning that may exist.	Ongoing training for teachers and support staff to enable them to develop inclusive practice and meet the needs of children with a range of SEND.		Headteacher, teachers, SENCO	Staff members have the skills to support pupils with SEND	Headteacher, SENCO
	Continue to liaise with external agencies to improve provision for SEND pupils (Blackmarston School/Hampton Dene)			Improved inclusion for children with SEND.	Headteacher / SENCO
	Needs of pupils with SEND are incorporated into the planning process for trips/clubs		Teachers/ SENCO	Trips and clubs are accessible to all children.	Headteacher
	Provide specialist equipment, paper etc for those who require it.		SENCO/ Teachers	Laptops, Reading Pens, Different coloured work books	SENCO/ Headteacher
	To meet the needs of individual children during statutory tests (Phonics Screening & KS2)		Teachers	Children working at the level are able to access tests. Children achieve the best possible outcomes in statutory tests.	Headteacher/ SENCO



Planning duty 2: Physical environment

Target	Action	Timescale	Personnel Lead	Outcome	Monitoring achievement:
To ensure that all areas of the school building and grounds are accessible for all children and adults associated with the school.	Continue to audit accessibility of school buildings and grounds as needs of pupils and members of the school community change	ongoing	Headteacher /Senco	School grounds will be fully accessible to all members of the school community.	Governing Body/ Headteacher
	Ensure any 'new build' projects are physically accessible for everyone.		Headteacher		Governing Body
	Ramp built for access to the front of the school building and ramp leading to Year 5 & 6 classrooms.	completed	Headteacher		Governing Body
	Build a step in KS1 toilets to allow access to taps	31.3.23	Headteacher		Governing Body



Planning duty 3: Information

Target	Action	Timescale	Personnel Lead	Outcome	Monitoring achievement:
To ensure effective communication between home, school and other members of the school community.	All school communications for parents (letters, brochures, website etc.) to be made available in alternative formats/languages if required.		Admin Team	School is aware of accessibility gaps to its information delivery procedures	Headteacher/ SENCO
	Ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. Staff to hold parents' evenings by phone or send home written information.		Teachers	School is aware of local services for converting written information into alternative formats	Headteacher

Monitoring and review

This plan will be reviewed every 3 years by the governing body, SENCO and headteacher. The next scheduled review date for this plan is January 2026.

Any changes to this plan will be communicated to all staff members and relevant stakeholders.

