New Moston Primary School

Focused on Growth, Rooted in Pride

New Moston Primary School

Accessibility Plan

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Control Sheet		
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Commented [PS1]: Double check details are appropriate and if website publication is needed then a draft/interim is put on with clear labelling then the approved version after approval.

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1. Statement of intent

1.1 This plan outlines how New Moston 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).

1.2 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.

1.3 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.

1.4 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.

1.5 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.

1.6 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.

2. Legal framework

2.2 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'

2.3 This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and responsibilities

3.1 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.

3.2 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.

3.3 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.

3.4 **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.

4. The Accessibility Audit

4.1 The school will undertake an annual Accessibility Audit to review how effectively disabled pupils can access school life and to identify any barriers that may need to be addressed. The audit will be coordinated by appropriate members of the senior leadership team and may involve staff with responsibility for inclusion, SEND, premises, health and safety and curriculum provision.

4.2 The audit will consider the following three areas:

- **Access to the curriculum** – the extent to which disabled pupils are able to access the curriculum, teaching, learning and wider educational opportunities on an equal basis with their peers.
- **Access to the physical environment –** the extent to which disabled pupils are able to access and use the school's buildings, grounds, facilities and resources.
- **Access to information** – the extent to which disabled pupils are able to access information provided by the school, including where alternative formats or additional support may be required.

4.3 When conducting the audit, the school will consider a broad range of disabilities, impairments and additional needs, including, but not limited to:

- **Mobility and ambulatory needs** – including pupils who use a wheelchair, mobility aid or who experience difficulty moving around the school environment.
- **Dexterity and physical needs** – including pupils whose ability to handle objects, equipment or fixtures may be impaired.
- **Visual needs** – including visual impairments, low vision and visual sensitivities.
- **Auditory needs** – including hearing impairments and auditory sensitivities.
- **Communication, cognition and neurodevelopmental needs** – including needs which may be less immediately visible, such as autism, dyslexia and other conditions which may affect communication, processing, understanding or access to learning.

4.4 The findings of the Accessibility Audit will be used to identify appropriate short-, medium- and long-term actions to remove or reduce barriers and improve accessibility across the school.

4.5 Actions arising from the audit will be prioritised according to identified need, impact and reasonable practicability, taking account of the needs of current and prospective pupils and, where appropriate, the views of pupils and their parents or carers.

4.6 Identified actions will inform the school's Accessibility Plan. Progress against the plan will be monitored by school leaders and reported to the governing board, or the relevant delegated committee or governor, to provide appropriate strategic oversight and assurance.

5. Planning Duty 1: The Curriculum

	Barrier Identified	What will we do?	Who?	When?	Intended Outcome	Review
Short term	Reasonable adjustments are not yet consistently understood or recorded across all classes	Embed the school's reasonable adjustments framework and ensure relevant adjustments are communicated clearly to staff working with individual pupils	SENDCO	Autumn 2026	Pupils receive consistent adjustments across lessons and wider school activities	Termly
	Some curriculum resources may unintentionally create barriers for pupils with visual, auditory, physical or processing needs	Audit commonly used classroom resources, including presentation materials, worksheets, reading materials and digital resources, against agreed accessibility expectations	SENDCO	Autumn 2026	Resources are increasingly accessible by design and reliance on retrospective adaptation is reduced	Spring 2027
Medium term	Assessment methods may create unnecessary barriers for some pupils	Review classroom assessment approaches and statutory/non-statutory assessment arrangements to ensure appropriate access arrangements and reasonable adjustments are identified in advance	AHT	Spring 2027	Pupils are able to demonstrate what they know without avoidable accessibility barriers	Summer 2027
	Pupils with SEND and disabilities may require additional support to access the same ambitious curriculum as their peers	Develop staff practice around adaptive teaching, scaffolding, assistive technology and appropriate use of adult support without unnecessarily reducing curriculum ambition	SENDCO/ AHT	2026/2027	Disabled pupils and pupils with SEND are supported to access ambitious curriculum content with greater independence	Summer 2027

	Accessibility considerations need to be consistently embedded within educational visits, enrichment and extra-curricular activities	Include accessibility and reasonable adjustments explicitly within trip, visitor and enrichment planning processes and risk assessments	SBM/ EVC	Spring 2027	Disabled pupils are able to participate in trips, enrichment and wider school life wherever reasonably possible	Annual
Long term	The school needs to understand the impact of curriculum accessibility from the pupil's perspective	Introduce pupil and parent voice as part of the annual accessibility review, particularly for pupils with disabilities and significant additional needs	SLT	By Summer 2027	Accessibility planning is informed by lived experience as well as professional judgement	Annually
	Curriculum accessibility needs to remain responsive as pupil needs and the curriculum change	Build accessibility into the school's curriculum review cycle and subject-leadership monitoring	DHT	2026-2029	Accessibility becomes part of normal curriculum quality assurance rather than a separate exercise	Annually

6. Planning Duty 2: Physical Environment

	Barrier Identified	What will we do?	Who?	When?	Intended Outcome	Review
Short term	The quality and accessibility of learning environments is not yet consistent across all areas of the school	Introduce and embed whole-school **Environment Standards** covering organisation, clutter, accessibility, sensory load, furniture, displays, movement routes and use of space	SBM	Autumn 2026	All learning environments meet agreed expectations and unnecessary physical and sensory barriers are reduced	Spring 2027
	Noise and environmental distraction can create barriers for pupils with sensory, attention, hearing or communication needs	Continue to embed expectations for calm movement, orderly classrooms and purposeful use of communal spaces, alongside appropriate quieter and break-out spaces	SBM/ HT	2026/2027	The school environment is calmer, more predictable and more conducive to learning and regulation	Termly
	Some pupils require greater flexibility in how and where they access learning	Ensure break-out spaces, therapeutic spaces and quieter areas are clearly identified and appropriately used as part of individual reasonable adjustments	SLT	Autumn 2026	Pupils can access suitable alternative spaces where this supports regulation, communication or learning	Termly
Medium term	Classroom furniture and layouts may not meet the physical and sensory needs of all pupils	Increase the use of flexible and varied-height seating, appropriate work surfaces and adaptable classroom layouts wherever practicable	SBM	2026/2027	Pupils have greater choice and access to furniture and spaces appropriate to their physical and sensory needs	Summer 2027

	Technology that can reduce accessibility barriers is not yet used consistently across the school	Review classroom access to appropriate technology and ensure environments enable the effective use of assistive and accessibility technology	SBM	2026/2027	Technology is used effectively to increase independence and remove barriers to participation	Summer 2027
	Specialist and shared spaces need to remain accessible and purposeful as their use develops	Review the accessibility and use of the library, IT suite, therapeutic spaces and other shared learning areas against the Environment Standards	DHT	2026/2027	Specialist spaces remain accessible, purposeful and responsive to pupil need	Annual
Long term	Accessibility needs to be considered routinely when environments are refurbished or developed	Embed accessibility and the school's Environment Standards into future refurbishment, furniture procurement, premises planning and capital investment	SBM/HT	2026-2029	Future investment progressively improves physical and sensory accessibility across the whole school	Annual
	The physical environment needs to remain responsive to changing pupil needs over time	Use pupil need, accessibility audits and specialist advice to inform future decisions about room use, furniture, specialist spaces and premises development	SBM/HT	2026-2029	The physical environment continues to evolve in response to identified need and supports increasing independence, inclusion and access	Annual

7. Planning Duty 3: Information

	Barrier Identified	What will we do?	Who?	When?	Intended Outcome	Review
Short term	Expectations for the accessible presentation of information in classrooms are not yet consistently defined across the school	Develop and introduce an **Accessible Information Standard** for classrooms covering boards, presentations, worksheets, books, displays and verbal information. This will include expectations around font size and style, spacing, contrast, positioning, visual clutter and appropriate adaptation of resources	AHT	Autumn 2026	Information is routinely presented in ways which minimise unnecessary barriers for pupils	Spring 2027
	Staff understanding of how their positioning and communication can affect pupils with sensory impairments is variable	Provide practical staff guidance on accessible communication, including not obscuring boards, verbalising visual information, appropriate pupil positioning, facing pupils when speaking, reducing competing noise and ensuring important information is communicated in more than one way where necessary	DHT	Autumn 2026	Staff routinely adapt their communication to meet identified visual, auditory and processing needs	Spring 2027
	The accessibility of the school website has not been formally reviewed	Undertake an accessibility audit of the school website and key online information, identifying priority improvements and ensuring essential online administrative content is accessible	SBM	Autumn 2026	The school has a clear understanding of digital accessibility and an improvement plan for identified barriers	Spring 2027
Medium term	Some pupils require written information and learning materials in individually adapted formats	Establish clear arrangements for providing adaptations such as enlarged print, adjusted font size and spacing, appropriate contrast, coloured backgrounds/paper where individually identified, specialist books, digital copies, audio	DHT	2026/2027	Pupils receive information in a format appropriate to their identified needs and are increasingly able	Termly

		or other formats recommended through assessment or specialist advice			to access it independently	
	Access to specialist and assistive resources is not yet systematically reviewed	Audit and develop access to specialist texts and digital accessibility tools, including text-to-speech, magnification, screen-reading and other assistive technologies where appropriate	DHT	2026/2027	Technology and specialist resources are used effectively to remove barriers to information	Summer 2027
	Disabled parents and carers may require information or communication in alternative formats	Establish a clear process for parents and carers to identify accessibility requirements and request information in an appropriate format, including accessible electronic documents, larger print, alternative communication methods or other reasonable adjustments	SBM	2026/2027	Disabled parents and carers can access important school information and engage effectively with the school	Annual
Long term	Accessibility needs to become part of routine information design rather than relying primarily on retrospective adaptation	Embed accessibility expectations into school templates, curriculum resources, digital systems, procurement and staff induction so that information is increasingly accessible by design	HT	2026-2029	Accessible information becomes a consistent feature of whole-school practice	Annual

Appendix A – Policy Links to Values

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Policy Value Links	
Policy Name:	**Accessibility Plan**

Our School Vision
We focus on growth as the driving force behind everything we do. Every decision is centred entirely on what's best for our children. With unwavering high standards, a positive attitude, and a deep sense of pride, we are committed to achieving the best possible outcomes for each and every child. We teach them to excel and thrive; prepare them for a lifetime of continuous growth; and nurture them to be successful, confident citizens within our local community and beyond. **Focused on Growth, Rooted in Pride.**

Values	Links to this policy
GROWTH	The Accessibility Plan supports pupils' growth by identifying and removing barriers that may prevent disabled pupils from accessing learning, information, the physical environment and wider opportunities. It promotes increasing independence, participation and success for every pupil.
STANDARDS	The plan establishes clear expectations for accessible environments, curriculum provision, communication and reasonable adjustments. It supports high standards by ensuring accessibility is considered consistently across teaching, resources, premises and school development.
ATTITUDE	The plan promotes an inclusive and respectful approach in which staff recognise that pupils may experience different barriers to participation. It encourages proactive, needs-led adjustments and a positive approach to ensuring all pupils can take part fully in school life.
PRIDE	The plan supports the development of a welcoming, inclusive and well-designed school environment in which all pupils feel valued and able to participate. It reflects the school's commitment to creating environments, resources and opportunities that pupils, families and staff can take pride in.