Mulbarton Primary School

Accessibility Plan

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Formally adopted by the Governing Board	
On:	September 2025
Renewal date:	September 2028 with annual review.
Headteacher	Mrs N Hall
Chair of Governors:-	Mr D Hall

Statement of intent

This plan outlines how Mulbarton 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 body 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:

- 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

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 SENDCO and Site Manager will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the SENDCO and Site Manager 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 SENDCO and Site Manager 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 SENDCO and Site Manager 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

Issue	What	Who	When	Outcome	Review
Ensuring the SLT know whether the curriculum is accessible	Audit of the curriculum. Dyslexia Friendly School Award.	Headteacher, teachers, SENCO, Curriculum Lead	Spring 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum. Dyslexia Friendly School Award has been achieved.	Review meeting Jan 26. Dyslexia Friendly School Award achieved October 2025.
Ensuring all SEND pupils can fully participate in PE lessons.	Ensure there are reasonable adjustments to PE lessons to allow all to participate.	Teachers, SENCO, PE lead.	Summer 2026	Children with PE are fully engaged and included within PE lessons.	June 2026- training within SEND and PE T and L.
Ensuring all pupils with SEND can access lessons, especially writing.	Provide tablets and other adjustments for pupils with SEND. Consider SEN laptop upgrade.	Headteacher, ICT manager, SENCO	Summer 2026	Pupils with SEND can access lessons with the correct IT equipment to support them.	Review meeting Jan 26. ATT, ipads, SEN laptop upgrade 2025. Complete. June 2026- additional SEND ipads and

					laptops purchased.
Ensuring the school seeks feedback from parents, pupils and governors about accessibility.	Communication with all stakeholders re: accessibility plan.	SENCO	Autumn 2026	The accessibility plan has been co-produced with key stakeholders.	Review meeting June 2026- shared on website, discussed with teachers and shared with governors.

Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
The location of accessible toilet and medical supplies needs to be clearly identified in lower school building.	Purchasing and installation of suitable signage.	Site Manager, Headteacher and SENDCO.	By Summer 2026	Clear signage within lower school building.	June 2026- signage has been added within lower school.
There are not currently blinds to reduce glare/ visual stress in Giraffes class.	Purchase blinds to reduce glare and visual stress within Giraffes class.	Site manager, Headteacher.	By Spring 2026	Class teacher is able to use the blinds effectively to support and enhance learning.	Review meeting Jan 26. Complete 2025, blinds in place.

There isn't signage to locate accessible parking in the school car park.	Clear signage need to indicate the location of accessible parking inside the school gates.	Site Manager, Headteacher	By Spring 2026	Clear signage towards the accessible parking bay.	Review meeting Jan 26. Complete 2025, clearly signposted and accessible parking bay created.
The location of ramps is not clearly indicated on the mobile classrooms.	Where the ramps meet the ground there should be clear markings.	Site manager	By Summer 2026	Clear identification where the ramp threshold meets the ground on the mobiles.	Review June 2026. To be completed.
Ensuring accessible changing facilities are in place for children with hygiene needs.	Where children have complex additional needs and need hygiene support, ensure the facilities are suitable.	Site manager, SENDCO, Headteacher.	Summer 2026	Changing facilities that are fit for purpose for all children.	Review meeting June 2026. Current cohort does not have these needs. Consider for new intake.
Accessibility to Nurture Nook for children with limited mobility/ wheelchair users.	The Nurture Nook needs a path leading to the external doors to ensure it is accessible for wheelchair users. Ramp to also be purchased.	Site Manager, Headteacher, SENDCO.	Spring 2026	All children, regardless of mobility being able to access the Nurture Nook.	Review meeting Jan 26. Nurture Nook has relocated within the main school building.

Signage does not represent different languages for children with EAL.	When purchasing new signage explore different languages.	SENDCO, Site manager	Autumn 2026	As new signage is purchased for key areas in school explore options that also portray different languages.	Reviewed June 2026- to be considered when discussing new signage.
Improve paths to ensure they are trip and hazard free.	Some paths are uneven where paving slabs have lifted. Check all key routes.	Headteacher, Site manager	Spring 2026	Smooth, trip free paths in all key access areas.	Review meeting Jan 26. Complete.

Planning duty 3: Information

Issue	What	Who	When	Outcome	Review
Large print or tactile versions of leaflets and maps etc.	Explore providing alternative key information for visitors or pupils with visual impairment.	SENDCO and Site Manager	Spring 2026	Clear alternatives to written information available from the school office.	Reviewed June 2026. Information translated as appropriate.
To work with parents/carers to overcome accessibility challenges the school presents.	Coproduction of accessibility plan. Open dialogue with parents regarding accessibility.	SENDCO	Spring 2027	All parents are able to access key information to support their child's learning.	Review meeting Jan 26. Responsive to parent need. Open

					dialogue with families. Translation added to sign in app for parents.
School website needs to include translation information and audio reading to ensure accessible for all.	Explore translation options when new school website is developed.	ICT manager, headteacher.	Summer 2027	A school website with translation and accessibility options.	Review meeting Jan 26. Translation included.