

MALMESBURY PARK PRIMARY SCHOOL

Accessibility Plan



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Approved by Board of Governors:	Date:
Next Review Date:	Date: May 2029
Written by:	SLT

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 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

At Malmesbury Park, we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We promote a culture of inclusion and diversity, where positive attitudes and equal opportunities towards disabled people are promoted, and where disabled people can participate fully in the life of the school. We will not tolerate harassment or discrimination against any member of the school community.

The school has an Equalities policy and promotes it throughout the curriculum and the ethos of the school, which aims to foster Kindness, Respect and Resilience.

The Special Educational Needs and Disabilities policy describes the identification, assessment and review procedures for identifying, supporting, and monitoring pupils with special educational needs. This policy covers pupils with a wide range of needs, including, academic, physical, social, and emotional difficulties. Alongside this, the School SEND Report outlines in-school, local and national provision.

The school has a Behaviour Policy, an RSHE and an Anti-Bullying Policy, which sets out how the school develops children's self-esteem, and the ways in which the school will manage behavioural difficulties, and incidents of bullying and harassment.

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 including with our Trust (Reach South Academy Trust) and our local authorities (BCP and Dorset).

We have included a range of stakeholders in the development of this accessibility plan, including the Regional Site Manager.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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

	<ul style="list-style-type: none"> • Our PHSE curriculum promotes mutual respect for all pupils, including those with a disability. • A buddy system, circle of friends is often used to support children with a disability. • Additional coaching or training for disabled pupils is accessed as necessary. 	<p>assemblies</p> <ul style="list-style-type: none"> • Quality first teaching strategies, including adaptation used consistently across the school 	<ul style="list-style-type: none"> • SEND Quality standards to be embedded with adapted QFT strategies shared. during CPD meetings for both teachers and TAs 	<p>Inclusion Lead</p>	<p>Summer Term 2026 and on-going monitoring</p>	
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • We take account of the needs of pupils and visitors with physical difficulties, sensory impairments and those on the autistic spectrum when planning and undertaking future improvements and refurbishments of the site and premises. • We make reasonable adjustments to remove barriers to participation, to make sure that the school environment is as accessible as possible, and to ensure that disabled people are not treated less favourably. • The environment is adapted to the needs of pupils as required such as: <ul style="list-style-type: none"> ○ Improved access to all areas of the school with ramps. ○ Lighting modifications ○ Acoustic panels in areas of the school. ○ Colour schemes and a variety of textures show different areas 	<p><u>Long Term:</u></p> <ul style="list-style-type: none"> • For all pupils, staff and visitors to have access to all areas of the school, irrespective of need or disability. <p><u>Short Term:</u></p> <ul style="list-style-type: none"> • All corridors and communal areas to be clear of unnecessary clutter to allow clear access • All alarms and bell systems to be able to be heard from all areas of the school • Visual support for emergencies to be in place and reviewed i.e. signage and visual alarm cues, 	<ul style="list-style-type: none"> • All staff to be reminded regularly to maintain a tidy and clutter-free environment • External Fire Bells have been reviewed to ensure they can be heard from all areas • Signage to be considered and modified accordingly. 	<p>All Staff/SLT/ Site Manager</p> <p>Site Manager/ Head Teacher</p> <p>Site Manager/ Head Teacher</p>	<p>On-going monitoring</p> <p>On- going review</p> <p>On-going review</p>	<ol style="list-style-type: none"> 1. All areas to be accessible for all users 2. All emergency procedures allow quick and effective evacuation for all

	<ul style="list-style-type: none"> ○ of classrooms and play areas ○ Disabled parking bays in front of school and in the car park. ○ Disabled toilets and changing facilities for adults and children. ○ Library shelves at wheelchair accessible height. ○ PEEPs are used to support children who need a 'Personal Emergency Evacuation Plan'. ○ Visual fire alarms around the school 	<ul style="list-style-type: none"> ● Disabled parking area to be available for staff and/or visitors ● Evacuation plans to be up-to-date to support all children, and staff who may require additional support ● Personal action plans used for at-risk staff at the school 	<ul style="list-style-type: none"> ● Monitor the use of bays ● Review PEEPs in September and March of each year to ensure information is accurate and up-to-date ● Staff to speak openly with line manager about personal need and a risk assessment to be undertaken. 	<p>Office Manager/Site Manager</p> <p>Inclusion Lead /Class Teachers /Site Manager</p> <p>All Staff/Head Teacher.</p>	<p>On-going</p> <p>Twice-yearly</p> <p>As required</p>	
Improve the delivery of information	<ul style="list-style-type: none"> ● Information is adapted to the needs of pupils as required such as: <ul style="list-style-type: none"> ○ Acoustic panels available in areas of the school. ○ Large print resources as required ○ Internal signage ○ Braille ○ Pictorial or symbolic representations ○ Digital, audio or video formats 	<p>Long term:</p> <ul style="list-style-type: none"> ● All areas and resources to be available in an accessibly friendly way. <p>Short term:</p> <ul style="list-style-type: none"> ● Fire procedures to be available in large print, as required. 	<ul style="list-style-type: none"> ● Ongoing review of acoustic panel needs ● Folder to be held in the front office with large print evacuation plans to be available upon request. 	<p>Site manager / Inclusion Lead</p> <p>Office Manager / Site Manager</p>	<p>On-going</p> <p>Summer 2026</p>	<ol style="list-style-type: none"> 1. A range of resources are available to support children, parents and staff with additional needs. 2. Evacuation plans in large print available in the office.

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 Headteacher, Site Manager and Local Governing Body. It will be approved by the Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- RSHE Policy
- Safeguarding policy