

Moorside Primary School



Accessibility Plan 2026-2028

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES



Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in belonging to a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens.
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever-changing world.
We want all of our children to effectively engage with each other and with our community.

Our Values

We all believe...

Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.
Everyone will demonstrate good manners at all times.
Everyone will respect each other and show consideration.
Everyone will respect and care for our environment and resources.
Everyone will celebrate each other's successes and achievements.

Child-friendly expectations are to be used in class and around school.

They are:

Learn and let others learn.

Celebrate what makes us special and respect our diversity.

Look after each other and our environment.

Solve problems calmly and cooperatively.



Introduction

At Moorside Primary School, we are committed to providing an inclusive, welcoming and accessible environment where all children, staff, parents/carers and visitors can participate fully in school life. We believe that every child has the right to learn, achieve and flourish, regardless of disability or additional need. In line with the Equality Act 2010, we work proactively to identify and remove barriers to participation by making reasonable adjustments and continually improving access to our curriculum, physical environment and information. Examples of our accessibility measures include the provision of differentiated teaching and learning resources, assistive technology, adapted classroom layouts, accessible parking and entrances, sensory support strategies, visual timetables, enlarged print and alternative communication formats. Through these measures and our commitment to ongoing improvement, we aim to ensure that every member of our school community feels valued, supported and able to reach their full potential. We are proactive in seeking guidance from other professionals on how to improve our indoor and outdoor environments to ensure they are fit for purpose.

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled children as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increasing access to the curriculum for children with disabilities.
- Improving the physical environment to enable greater access for disabled children, staff and visitors.
- Improving the availability of accessible information for all members of the school community.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

They have a long term physical and mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Our school aims to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

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

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 concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Parents/Carers, staff and Governors in school.

This plan reflects current practice within school, and all related government guidance and statutory requirements.

At Moorside Primary School, we aim;

- To ensure education is based on inclusivity and promotes excellence in all aspects for all children in our schools.
- To provide outstanding provision which maximises opportunities for all children, Parents/Carers and the wider community.
- To ensure the holistic child is at the heart of the shared policy and practice and all children feel safe and cared for.
- To use and share extensive expertise to remove barriers to learning.

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 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, '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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child may face in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Moorside Primary School recognises its legal duty to:

- Not discriminate against disabled children in our admissions and exclusions.
- Ensure that there is no discrimination in provision, of education and associated services.
- Take reasonable steps to avoid putting disabled children at a substantial disadvantage.
- Raise aspirations, empower children and develop their capacity to make informed choices and lead a happy, healthy life.
- Embrace diversity, recognise individual needs and encourage all children to achieve their best.
- Provide high quality teaching to ensure we deliver a rich and varied curriculum in an inspiring and creative way.
- Publish an accessibility plan.

Contextual Information

Moorside Primary School caters to a diverse population and over time, the school have supported children with a wide range of needs. Some Parents/Carers may also have additional needs and many families are in the early stages of learning English. Some, though not all, of these

families read and write another language. Key information is translated in written form and we use Parent Champions, staff members and other children to act as translators where appropriate.

Moorside Primary School provides all children with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual children and their preferred learning styles. We endorse the key principles that underpin the development of a more inclusive curriculum through:

- Providing high-quality, adaptive teaching that ensures we deliver a rich and varied curriculum in an inspiring and creative way. Through their learning, children become literate and numerate.
- Facilitating children in developing aesthetic, artistic, social and spiritual awareness.
- Nurturing an understanding of fairness and respect for others.
- Working together with the whole school community ensures success.
- Setting suitable learning challenges.
- Responding to the diverse needs of our children.
- Overcoming the potential and existing barriers to learning and assessment for individuals or groups of children.

At Moorside Primary School we are committed to improving education and related activities by having in place:

- Quality first-wave teaching led by skilled teams of teachers and teaching assistants some of which support the specific needs of particular children.
- Comprehensive tracking systems and data analysis (including data on future pupil population) to facilitate advanced planning.
- Differentiated curriculums to enable all children to feel secure and make good progress.
- Individual Education Plans and provision maps to ensure bespoke teaching opportunities are planned and catered for.
- Appropriate access arrangements for children taking part in statutory tests, in line with local authority and government guidance.
- Liaison with a wide range of professionals including external services and agencies and specialist support services.
- The Head Teacher takes the lead on SEND supported by an able Leadership Team.
- Specialised SEN staff employed to work with particular children and groups e.g. Educational Psychologist, Speech Therapist, and Occupational Therapy experts.
- Counselling service.
- Drawing and Talking therapists.
- Specialist resources to meet specific needs, as and when appropriate.
- Regular progress reviews with Parents/Carers and other agencies.
- Employment of LEAPS team to support specific Speech and Language difficulties.

At Moorside Primary School, we are committed to improving the physical environment by having in place:

- Wheel chair access via entrance.
- Designated disabled parking.

- Disabled toilets on the ground floor.
- Changing facilities including changing bench.
- Carpeted offices and learning areas, improving acoustics.
- Soundboards in the school hall to reduce noise levels.
- Fire procedures include arrangements for evacuating children with additional needs (PEEP – Pupil Emergency Evacuation Plan)
- An audible fire alarm and visual signage.
- A visual and audible system in place to warn anyone in the “Meadow” that the fire alarm has been activated.
- Regular fire drills and evacuation practices.
- Critical Incident Continuity Plan in place (CIC Plan) in place.
- Sensory room.
- Padded breakout spaces.
- Movement breakout spaces and equipment.

At Moorside Primary School we are committed to improving the dissemination of information through:

- Providing written information in the form of letters and posters.
- Displaying school signage and displays that include some key words in other languages.
- Having a number of bilingual members of staff who can provide additional first-language support.
- Making key information and policies available on the website which has the option to translate information
- Using Google translate to communicate with Parents/Carers.
- Using parents and children where appropriate to communicate key information which is not sensitive or linked to Safeguarding.

Short -Term Targets	Aim 1: To increase the extent to which disabled children can participate in the school curriculum				
	<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
	To comply with the Equality Act 2010.	Review all statutory policies to ensure that they reflect inclusive practice and procedures.	Ongoing	Head Teacher (HT) and Senior Leadership All subject leaders Governors.	All policies clearly reflect inclusive practice and procedures.

To identify children who may need additional provision to ensure smooth transition.	Liaise with pre-school providers to review potential intake for September 2026 - 2028. SENCOs ensure clear transfer of records/information Arrange multi-agency meetings where necessary to ensure the provision is suitable. Observe the child/ren in their setting prior to attending our school. Any changes in children needs identified within SENCO progress meetings – termly and IEPs to reflect any needs identified. Meeting arranged with Parents/Carers – information sharing/needs of the child- at least termly.	Summer term for transition and where appropriate for in year transfers. Spring and summer term follow-ups.	Head Teacher (HT) and Senior Leadership (also current SENCOs)	Procedures, resources, equipment and strategies in place. Parents/Carers are kept informed of provision and consulted. IEPs and any risk assessment completed where appropriate.
To ensure all staff are fully aware of the needs of all children who have an EHCP, SEND support targets and / or IEP.	Transition meetings when appropriate. Transfer of records / meetings with teachers and relevant staff. SEND Folders up dated and to include all relevant documents and information shared. Create and up-date provision maps showing the overview for each year group and individual child's needs.	Transition meetings and ongoing meetings.	SENCO All staff	All staff are clear about their responsibilities in meeting child's needs. Individual Education Plans and identified targets on provision maps and/or IEPs where needed.
To access outside agency support/advice and on-going support for children with health needs. To improve access to the curriculum through the use of specialised equipment and resources following advice and support	Referral/consult to specialist support teachers, ASAP, Psychology Services, Health Team, SALT etc. for additional support and advice where needed. Consult regularly with Parents/Carers for information sharing and discussion on targets, needs. ASD, HI and VI needs met through access to specialised support and resources - regular support use of specialised equipment and resources following advice and support from outside agencies. Development of one of our learning areas to create a wet room is a concrete example of the school's	Ongoing updates and regular input throughout the year from outside agencies. Termly meetings SENCO and EP/SALT.	SENCOs All staff working with children with additional needs Specialist teachers and Psychology Services.	Children's needs being met. Advice, strategies and targets given by outside agency support taken on board and making a difference to children and school in ensuring needs are met. Staff feeling supported in meeting the needs of all children. Range of equipment integrated into practice.

from outside agencies.	commitment to removing barriers and promoting inclusion. Sensory rooms and circuits that enable children to become regulated and have movement breaks are used throughout the day by children of all ages. Increased access to the curriculum through the use of specifically built intervention rooms where bespoke targeted interventions and programmes can be delivered.			Parents/Carers feeling confident about the provision.
To review the attainment of children with SEND regularly through whole school tracking systems.	Discussion to take place at pupil progress meetings on the attainment of all children on SEND support and with an EHCP. Attainment of SEND children over the year to be analysed termly and through IEP meetings with SENCO/SLT and staff. Track small steps of progress using the descriptors of need. IEPs to reflect needs of children based on progress made.	Min. of three annual IEP meetings one annual EHCP review three termly SEND Progress Meetings – SENCOs and teacher Ongoing	Head Teacher (HT) and Senior Leadership SENCOs.	Analysis shows that expected progress has been made by all children. Progress towards the IEP targets has been achieved. Provision has been reviewed and amended based on needs of children.
To ensure Parents/Carers are fully involved in developing targets during the IEP process and understand how to support their child at home. To ensure that children are involved in their IEP targets and	Minimum of once termly meetings for IEP reviews/discussion on progress. Discussion on targets and Parent/Carer views considered. Targets to be clearly identified on IEPs for Parents/Carers to support with. Where appropriate, offer 'Parent/Carer Drop-in' sessions with staff and wider professionals.	Once termly minimum with staff	Class teacher Head Teacher (HT) and Senior Leadership SENCOs. Parents/Carers	IEPs reviewed with Parents/Carers and new targets shared. Parents/Carers understand targets and know how to support their child with at least one of the targets. All Parents/Carers aware of the SEN needs of their child. Evidence/tracking of meetings held with Parents/Carers completed

EHCP meetings (where appropriate).				by SLT/SENCOs and used to monitor Parent/Carers views and feedback.
To attend LA meetings to ensure up-to-date with current legislation and LA guidelines.	Attend training. Disseminate to staff/SLT where appropriate. Involve Parents/Carers where appropriate.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs. Governing body	Course/meetings attended and disseminated to SLT. Governing Body kept up to date with any changes.

Medium -term targets	To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding and meeting children's needs.	Audit of resources and training needs. Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school Staff training identified – internally and externally. Continue to implement provision in line with the EQUALs curriculum and guidance from other professionals to ensure accessibility and inclusion for all learners.	Autumn term review. Ongoing basis.	Head Teacher (HT) and Senior Leadership SENCOs. All staff	Access to the curriculum improved through the use of good quality resources, interventions and adaptations.
	To develop attention autism intervention across school.	Provide training for those necessary staff. Ensure there are resources available for the intervention alongside the budget.	Ongoing key adults	Head Teacher (HT) and Senior Leadership SENCOs.	Attention Autism adopted where appropriate.

	To review out of hours provision and develop ensure accessibility for all children.	Monitor clubs and evaluate with staff and children. Ensure accessibility and improve where possible.	Ongoing	Head Teacher (HT) and Senior Leadership SENCos. Club Leaders Curriculum Leaders	All out of hours activities are organised to be accessible to all children in school.
Long -term targets	To evaluate and review procedures in place in ensuring participation of disabled children.	Evaluate and review the short and medium term targets and set new targets Produce new plan based on needs of the school and the children.	Annually	Head Teacher (HT) and Senior Leadership SENCos. Governing body Children Parents/Carers	Increased access for disabled children. Children feeling successful at school. Quality interventions and resources in place.
	Develop an understanding of the use of sensory circuits and implement them.	Allocate a proportion of the budget over the course of three years for sensory activities and equipment. Seek and attend training on sensory circuits at local schools. Seek advice and ongoing training from advisory services.	Annually	SENCos	Sensory circuits being used by children identified as needing additional sensory support. Sensory circuits having a positive effect on children.
	To continue to audit, review and develop staff expertise based on the needs of the school.	Identify training needs. Seek out appropriate training internally and externally and prioritise who, what, when etc.	Annually	Head Teacher (HT) and Senior Leadership SENCos.	Long-term training needs identified and prioritised.

Short -Term Targets	Aim 2: To improve the physical environment of the school				
	TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
	To continue to maintain the physical environment of the school in order to maintain accessibility for all children.	<u>Indoor</u> Identify needs of new in-take and make reasonable adjustments to the physical environment. Assess needs of children and plan for smooth transition. Plan classrooms and learning areas accordingly. Involve appropriate professionals to support with transition and any specialist equipment. Maintain good working order of all disabled toilet and facilities. <u>Outdoor</u> Maintain good up-keep of all areas to allow easy access. Fire Routes – continue to follow procedures to ensure all disabled children and staff are aware of safe routes. PEEPs are all bespoke to needs of identified children and resources are available in the case of an emergency e.g. access to a buggy for safe exit of the building.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs Caretaker Governors All staff	The environment is suitable for disabled children entering school. Classroom environment is accessible and meeting the needs of children wherever possible. The building and exits from the building is safe and manageable for all. Adaptations ensure all children’s needs are met to maintain safety at all times.

	To ensure risk assessments are in place for key children.	Up-date Risk Assessments for all children and share with staff. Monitor risk assessments and adapt if needed to meet children's needs.	Annually and regularly	Head Teacher (HT) and Senior Leadership SENCOs All staff	All staff aware of risks and children safely accessing the curriculum and school grounds Risk Assessments are understood and followed up.
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Medium -term targets	To ensure classroom environments meet the needs of children.	Environment monitoring to take place on a regular basis. Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. Needs of the child to be carefully thought through and classrooms adapted accordingly. Seek views of children. Ensure effective use of working walls so that only key and relevant information/aids are displayed consistently across the school.	Ongoing basis	Head Teacher (HT) and Senior Leadership SENCOs All staff	Access to the curriculum improved using good quality resources, interventions and adaptations.
	To ensure any play areas and equipment are safe and suitable for children.	To monitor, maintain and supervise purposeful play areas. Ensure the play spaces are kept safe for all children. Invest in new equipment for the children when and where appropriate. This includes the use of the learning areas accessed by children with high needs including our current wet room access and sensory areas.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs All staff	The children will stay safe during supervised unstructured times and play outside. Children are happy and enjoy supervised play times or during cube jar reward sessions. Areas meet the needs of all children safely and effectively.

Long -term targets	To continue to develop the playground facilities where appropriate for all children.	Look for funding opportunities. Involve the School Council and Curriculum Monitors. Regular checks and maintenance from internal and external professionals and auditors. Caretaker to report any problems. Repairs to be undertaken promptly.	Ongoing	Head Teacher (HT) and Senior Leadership SENCos All staff Governing body Children School Council Curriculum Monitors	Inclusive child-friendly play areas. Wheelchair and buggy access maintained around the school grounds.
	To ensure pathways are appropriate for wheelchair and buggy access.				
Short -Term Targets	Aim 3: To improve the delivery of information to disabled children and Parents/Carers				
	<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
	To up-date records to ensure, school is fully aware of any disabled children, staff and Parents/Carers and their needs.	All staff aware of Parent's/Carer's needs as notified and adapt material on request. The school will make itself aware of the services available for converting written information into alternative formats. Health Care Plans kept up-to-date – access to all and kept in the same place. Up-date Medical forms regularly – all classrooms to have medical records and profiles in their folders. Up-date SEND forms in line with guidance.	Annually	Head Teacher (HT) and Senior Leadership SENCos Governors All staff	All staff aware of the needs of the school cohort and their immediate family members. Records up-to-date The school will be able to provide written information in different formats.
	To ensure disabled parking is marked and available for disabled staff and disabled children only.	All staff to ensure correct use of the disabled parking space. Parents/Carers and visitors made aware of rules for using the parking space.	Ongoing	Head Teacher (HT) and Senior Leadership SENCos Governors	Parking fully accessible to meet the needs of children and Parents/Carers.

	To ensure that the school environment offers further information to children and visitors.	Photographs of all staff on display board with names Classrooms labelled. Environmental print. Displays offer visual and written support/adapted where needed. Photographs/images for visual support on display. Monitored through learning walks.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs	Visual and written environment offers support and is consistent around the school.
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Medium -term targets	To continue to up-date and improve the school website to ensure information is fully accessible.	Website further developed and improved over time where appropriate. Checklist completed for all relevant information that needs to be on the website. Ensure Parents/Carers are fully aware of the information available on the website.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs All staff	Website up-dated and all relevant information available and up-dated regularly. Friendly and easy to access website. Website used by Parents/Carers.
Long -term targets	To continue to meet any specific future needs of children and families within school.	Assess needs and plan accordingly. Identify any specialised support needed and seek advice. Staff awareness and training where needed.	Ongoing	Whole school	Needs of children met.

Monitoring and Review

As a school, we recognise that accessibility is an ongoing process and that the most effective improvements are informed by the experiences of those who use our school environment. We actively seek and value feedback from children, parents/ carers, staff, governors and external professionals to identify barriers to participation and access. Feedback is gathered through meetings, discussions, annual reviews, parent/carers consultations, pupil voice activities and discussions with specialist support services.

This information is used to evaluate the effectiveness of existing accessibility measures, identify areas for improvement and inform future planning. Examples may include adapting learning resources, improving physical access to facilities, enhancing communication methods or providing additional staff training. By listening to and acting upon feedback, we are able to continually develop a more inclusive environment that meets the changing needs of our school community.

For example, feedback from families and professionals highlighted the need for enhanced personal care facilities, leading to the installation of a wet room to support pupils with physical disabilities and complex needs. This development has improved children's dignity, independence and access to the full curriculum and wider school experience. By listening to and acting upon feedback, we continue to develop a more inclusive environment that meets the changing needs of our school community.

Why this works:

- Links the improvement directly to stakeholder feedback.
- Demonstrates a tangible accessibility enhancement.
- Emphasises inclusion, dignity and independence.
- Provides evidence of continuous improvement, which is helpful for governors, Ofsted and local authority reviews.

The installation of the wet room, sensory areas and access to language resources and strategies has had a significant positive impact on inclusion and accessibility within the school. It has enabled children with physical disabilities and complex medical needs to attend school more comfortably and confidently, knowing that appropriate personal care facilities are available. The facility has increased children's dignity, privacy and independence, while reducing barriers to full participation in learning, educational visits and extracurricular activities. Feedback from parents/carers and support professionals has been positive, highlighting improved wellbeing, reduced anxiety around personal care and greater confidence that children's needs can be met effectively within the school environment. The wet room has also strengthened the school's capacity to support a broader range of needs, ensuring that all children can access the curriculum and wider opportunities alongside their peers.

Long-Term Plans to Maintain an Inclusive Environment and Practice

At Moorside Primary School, we are committed to sustaining and developing an inclusive culture where all members of the school community feel valued, supported and able to participate fully in school life.

Our long-term plans include:

- Regularly reviewing and updating the Accessibility Plan to ensure it reflects the changing needs of children, staff and visitors.
- Continuing to seek and act upon feedback from children, parents, carers, staff, governors and external agencies to identify and address barriers to access and participation.
- Maintaining accessible facilities, including the recently installed wet room, to ensure pupils with physical disabilities and complex needs can access personal care facilities safely, comfortably and with dignity.
- Investing in improvements to the physical environment, including classroom adaptations, accessible signage, sensory-friendly spaces and specialist equipment where required.
- Ensuring learning resources and communications are available in accessible formats, such as large print, visual supports and assistive technology.
- Providing ongoing professional development for staff to strengthen understanding of inclusive teaching practices, reasonable adjustments and the diverse needs of learners.
- Working closely with health professionals, specialist services and local authority teams to ensure appropriate support and provision are in place for children with additional needs.
- Promoting pupil voice and ensuring that children are actively involved in decisions about the support and adjustments that affect them.
- Ensuring that educational visits, enrichment opportunities and extra-curricular activities remain accessible to all children through careful planning and reasonable adjustments.
- Monitoring the impact of accessibility measures through regular evaluation, ensuring that improvements continue to enhance outcomes, wellbeing, independence and participation for all children.

Through these actions, we aim to create a school environment that not only meets statutory requirements and also embodies our commitment to equality, inclusion and belonging for every member of our school community.

As a school, we believe that the **Accessibility Plan** should not stand alone. It links closely with several statutory and operational policies that together demonstrate compliance with the Equality Act 2010 and SEND responsibilities.

Key Policies That Link to the Accessibility Plan

Special Educational Needs and Disabilities (SEND) Policy

- Closely connected to accessibility objectives.
- Supports pupils with SEND to access learning, the curriculum, and school life.
- Should align with provisions outlined in the Accessibility Plan.

Equality Information and Objectives Policy

- Accessibility planning forms part of the school's duties under the Equality Act 2010.

- Both documents should reference eliminating discrimination, advancing equality of opportunity, and fostering good relations.

Inclusion Policy

- Demonstrates how all children are included regardless of disability, need, or background.
- Supports the practical implementation of accessibility measures.

Supporting Children with Medical Conditions Policy

- Important where accessibility improvements relate to medical needs, healthcare plans, medication, and participation in school activities.

Health and Safety Policy

- Accessibility adjustments may affect evacuation procedures, risk assessments, site access, and emergency planning.
- Includes Personal Emergency Evacuation Plans (PEEPs) where required.

Admissions Policy

- Must not discriminate against disabled children.
- Should reflect commitments made within the Accessibility Plan.

Behaviour Policy

- Reasonable adjustments may be required for children with disabilities or SEND.
- Behaviour expectations should take account of individual needs.

Curriculum Policy

- Accessibility Plans often include improving access to the curriculum.
- Links to differentiated teaching, adaptive practice, and reasonable adjustments.

Educational Visits Policy

- Ensures trips and residential visits are accessible and inclusive.
- Risk assessments should consider accessibility requirements.

Premises Management Policy / Asset Management Plan

- Accessibility Plans frequently include physical improvements such as:
 - Ramps
 - Accessible toilets
 - Handrails
 - Signage
 - Lighting
 - Hearing loops

Safeguarding and Child Protection Policy

- Disabled children can be more vulnerable to abuse and barriers to reporting concerns.
- Accessibility arrangements should support safeguarding practices.

Attendance Policy

- Recognises that some disabilities or medical needs may impact attendance patterns.
- Supports reasonable adjustments where necessary.

Complaints Policy

- Scope: The school's formal complaints procedure covers complaints and appeals related to the accessibility plan.
- Raising Issues: If you find physical barriers, unadjusted learning environments, or missing accessible information, the complaints policy sets out who to contact.
- This linkage ensures the school meets its compliance standards under Schedule 10 of the Equality Act 2010.