Misterton Primary and Nursery School

Accessibility Plan

September 2025 - 2026

Reviewed and Agreed by Governing Body: Spring 2026
To be reviewed: Autumn 2026
SENDCo: Elizabeth Marsh

Misterton Primary & Nursery School is committed to promoting equality of opportunity and ensuring that disabled pupils, staff, parents/carers, governors, and visitors are not discriminated against or treated less favourably, and that all members of the school community feel welcomed, valued, and experience a strong sense of belonging. This policy sets out how the school will improve access, reduce barriers, and support inclusive practice for disabled people, in line with its duties under equality legislation.

A disabled person is someone who has a physical or mental impairment that has a substantial, long-term, and adverse effect on their ability to carry out normal day-to-day activities.
This includes, but is not limited to:

- Physical disabilities
- Sensory impairments (hearing or visual)
- Medical conditions such as diabetes or epilepsy
- Mental health conditions
- Learning difficulties and specific learning needs such as dyslexia
- Hidden disabilities

Disabled pupils/employees can be disadvantaged due to the following barriers:

1. Physical Access

- Access to buildings and the school environment
- Communication and signage
- Access to appropriate equipment

2. Attitudinal Barriers

- Attitudes of pupils
- Attitudes of staff
- Attitudes of parents/carers
- Attitudes of governors and other professionals

3. Organisational/Institutional barriers

- Curriculum delivery
- Assessment and testing arrangements
- Employment practices
- Whole-school policies and procedures

Misterton Primary & Nursery School is committed to:

- Treating all pupils and adults equally and with respect
- Taking reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage
- Anticipating the needs of disabled pupils and adults wherever possible
- Fostering a positive, inclusive and non-discriminatory ethos

The school recognises the importance of planning and continuous improvement to increase access for all.

The school will improve access for disabled pupils by:

- Making reasonable adaptations to the school environment where possible
- Reviewing classroom locations to support access (e.g. ground floor placement where appropriate)
- Ensuring evacuation procedures are safe and effective for all
- Providing information in alternative formats where required (for example large print or adapted materials)
- Seeking advice and support from the Local Authority where specialist formats are needed
- Differentiating teaching and learning to meet individual needs
- Adapting learning materials and resources where necessary
- Ensuring that assessment methods are inclusive and fair
- Providing training and professional development on disability awareness and specific needs
- Ensuring relevant staff are trained in the use of evacuation equipment
- Including disability awareness in staff induction programmes

Access to Information:
The school ensures that disabled pupils and parents/carers can access information in ways that meet their individual needs. This includes:

- Providing written information in alternative formats such as large print, simplified text, visual supports, audio, or digital formats compatible with assistive technology
- Adapting teaching materials and resources to ensure pupils can understand and engage with learning
- Ensuring the school website and electronic communications are accessible
- Responding promptly to requests for accessible formats
- Working with external agencies and the Local Authority where specialist formats (e.g. Braille or translation) are required

The school identifies needs through SEND processes, communication with families, and regular review, ensuring that all pupils can access information alongside their peers.

The school actively works to create a culture of understanding and respect by:

- Educating pupils that everyone is different and has equal value
- Encouraging caring, inclusive and non-discriminatory attitudes
- Challenging discriminatory behaviour or language
- Keeping parents and governors informed about inclusive practices and developments

ACCESS PLAN

Targets	**Strategies**	**Outcome**	**Timeframe**	**Goals Achieved**
Availability of	School will	Disabled	As required	School is

written material in alternative formats	identify and access Local Authority support services for alternative format Respond promptly to individual needs	pupils and parents can access information in appropriate formats		aware of Local Authority services for alternative formats Alternative formats provided where needs have been identified
Safe evacuation for all pupils and staff	Use ski sheets for evacuation from the first floor where required Provide annual refresher training for all staff Ensure induction training includes evacuation procedures	All staff confident in evacuation procedures and equipment use	Annually and on appointment of new staff	Ski sheets are in place and available for use where required Staff have received training in the safe and effective use of ski sheets Evacuation procedures are established and understood by staff

Due to its two-storey construction, some physical access at Misterton Primary & Nursery School presents challenges. However:

- Reasonable adjustments are made wherever possible
- Class locations may be altered to improve access
- Parts of the building have already been adapted
- Staff have experience and expertise in supporting disabled pupils

The school has a high degree of inclusion and continues to meet the needs of disabled pupils successfully.

The Headteacher, SENDCO and Governing Body are responsible for monitoring the effectiveness of this policy. The policy and access arrangements will be reviewed regularly to ensure ongoing improvement and compliance.