

Accessibility plan

Moorlands Primary School



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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.

The purpose of this plan is to show how Moorlands Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Moorlands Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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. This includes working with the LA – Property Maintenance, Fire Service and Health and Safety.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors, liaising with other professional and staff.

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.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

This Accessibility plan covers actions for 2023-2026.

Aims	Good Practice	Objective	Actions	Person responsible	Date to be completed by	Success criteria
Increase access to the curriculum for pupils with a disability	- Our school offers an adapted or adjusted curriculum for all pupils. - We use resources tailored to the needs of pupils who require support to access the curriculum. - Curriculum resources include examples of people with disabilities. - Curriculum progress is tracked for all pupils, including those with a disability. - Targets are set effectively and are appropriate for pupils with additional needs. - Classes make reasonable adjustments / adaptations for pupils. - Communication in print and visual timetables are used. - Staff use ALD when needed.	- Training for specific staff including medical - Use of ICT equipment - Training for specific staff including support from Inclusion team, Speech and Language, Occupational Therapist - Training to increase awareness and effective practice for varied needs.	- Audit of professional development needs. - Teachers to be given opportunities for professional development linked to Inclusion and SEND - Speech and Language and Occupational Therapist support	KR/LS	Reviewed annually (September 2026)	- All pupils have access to the curriculum and wider opportunities - All pupils are supported whether inside / outside

	- The curriculum is reviewed to ensure it meets the needs of all pupils. - School has engages with professional development for interventions. - The school has an enhanced Speech and Language SLA and has an Occupational Therapist that regularly attend school.					
Improve and maintain access to the physical environment	- Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils. - Support from professionals	- Meetings are made to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs - Positioning of the pupil - Adult support when appropriate	- Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. - Changes made as pupils needs changes / increase or a new pupil with needs starts at the school	KR/LS	ongoing	- All pupils have access to the curriculum and wider opportunities - All pupils are supported - Lessons start on time due to the consistent accommodation of pupils with additional needs.
	Ramps for exits from classrooms in Key Stage 1 to the playground.	To improve the access into Key Stage 1 for all.	- To install a step outside the eco-cabin - To purchase a portal ramp	SLT Governors	Ongoing	Improved access to EYFS and Key stage 1 for people in wheelchairs.

	- A portable ramp needed for Reception exit due to a small step down. - Step to be installed in the eco-cabin due to the height of the step up –used by EYFS					
	Internal flight of steps between KS1 & KS2 - although restricts internal access around the school there are adequate external routes for a wheel chair user to take to access the whole of the building.	- To improve the access around the whole internal building for all. - Use of Hall exits as an entrance	To ensure that there is adequate access for pupils/parents/visitors with wheel chairs	SLT Governors	Ongoing	Improved access for people in wheelchairs around the internal building.
Pathways into school uneven tarmac / smaller potholes	Key Stage 2 pathway is uneven and the Key Stage 1 entrance is uneven.	Tarmac by Key Stage 1 entrance and Key Stage 2 so that entrance is smooth.	To ensure that there is adequate access for pupils/parents/visitors with wheel chairs/ mobility	SLT Governors	Completed August 2026	Improved access for people in wheelchairs / mobility for access into the school.
Fire exits if Key Stage 1 exits were blocks	School has had installed an E-VAC chair in Key Stage 1.	To improve access to exits if Key Stage 1 was blocked by a fire	Training for staff on how to use an E-VAC chair as staff that were trained have now left	SLT	Spring 2026	Improved access if exits in Key Stage 1 were compromised

Additional Actions for the whole school to consider

Feature	Description	Action to be taken	Person Responsible	Date to be completed by
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Reviewed regularly
Emergency escape routes	Labels are clearly displayed throughout school.	Continue to ensure signs are maintained.	Caretaker SLT	Reviewed regularly
Storey Access	School has areas leading to KS1 and KS2 with steps.	To consider the fixing of a stair lift in this area or an alternative solution (size of the corridor – constraint)	SLT Governors	Ongoing
Exit routes	There is a small step from the Reception exit to the playground	Reception to have a portable ramp fitted	Caretaker SLT	April 2026
Internal lobby	Call button is located too high. The intercom is located too high for wheel chair users. The entrance lobby is too small for wheel chairs to manoeuvre.	Entrance lobby – wheel chair users to use a hall exit in regards to reduce the restriction on manoeuvre. Office staff to go and speak to the person rather than coming into the internal lobby. Key Stage 1 gate has a call button for access	Caretaker SLT	To be reviewed

Disabled toilet access.	Disabled toilet is accessed from KS1.	Ensure enough space is maintained to allow a wheel chair to maneuver.	Caretaker SLT	Reviewed regularly
Sleeping arrangements for pupils that require this provision	Ensuring that there is a safe place where pupils can sleep and can be supervised.	Ensure the space is safe and pupils are supervised – risk assessment and sleeping plan	SLT	Reviewed regularly

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 Full Governing Body and Head Teacher

It will be approved by the Full Governing Body.

5. Links with other policies

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

- Risk assessment policy
- 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
- Allergy policy