



Moreton Church of England Primary School



# Moreton Church of England Primary School



## Accessibility Policy/Plan

Date: Sep 2026

Agreed by Governors (Date): Autumn 2026

Signed (CoG): via Governor Hub

***'Growing Together in Faith, Knowledge and Love'***



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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

Moreton C of E Primary School has been described as having “distinctively Christian values which are well embedded and lived out by both pupils and staff in its daily life and work”. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

This plan shows how Moreton C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. 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.

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.

## **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 disabled pupil faces in



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comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **3. Contextual Information**

Moreton C of E Primary School has been in its current location since 1821. The original Victorian single storey building is still used today and houses 2 out of our 7 classrooms. Since 1821 the school has been extended numerous times and our main building now has an additional 4 classrooms, the hall, offices and staff rooms. Externally, the school has a new year 6 classroom with toilet facilities, built in 2013 and an old demountable classroom that is used as a library and music room. There was a small cabin which was recently used for group work, this room is not currently accessible or in use, however, we are in the process of replacing this with relevant facilities. We have 2 disabled toilet facilities, one for use by children and the other adult sized. These include showers, changing facilities and hoists.

Access to the Victorian part of the school underwent modernisation in recent years and now the school has wheelchair access throughout.

At present we have no wheelchair dependent pupils, parents or members of staff.



## **4. Action Plan**

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

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|-----|-----------------------|------------|---------------------|--------------------|-----------------------------|------------------|
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| AIM                                                                       | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | OBJECTIVES                                                                                                                                                                                                                           | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | PERSON RESPONSIBLE                                                                                                                                                 | DATE TO COMPLETE ACTIONS BY                                                               | SUCCESS CRITERIA                                                                                                                                                                                                                                                                         |
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| Increase access to the curriculum for pupils with a high level SEND needs | <ul style="list-style-type: none"> <li>• We follow the inclusion framework and our school offers a curriculum which is well matched for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities / SEND</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability / SEND</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils (including literacy texts)</li> <li>• Educational visits selected to ensure accessible to all</li> <li>• Training in emotional wellbeing &amp; TPP</li> <li>• Involvement in multi schools council and SEND extra-curricular activities</li> </ul> | <p>To accurately assess and plan for needs of all pupils</p> <p>To use ICT software to support learning</p> <p>To promote sporting and PE activities for all pupils</p> <p>To identify bespoke curriculums for high needs pupils</p> | <p>CPD for staff to further understand the needs of all pupils with SEND through the use of Ordinarily Available and inclusion framework</p> <p>Use of Arbor to identify groups and track progress</p> <p>Specific interventions for :</p> <p>PRE teach</p> <p>Reading/Tracking</p> <p>Improving motor skills</p> <p>Pre key stage curriculum in place for specific pupils</p> <p>Research Apps and relevant software for use by pupils</p> <p>Embed PE curriculum and resources to ensure accessible for all</p> | <p>SENCo (through use of external training where appropriate)</p> <p>HT and SENCo</p> <p>Literacy subject leader / SENCo</p> <p>SENCo</p> <p>PE subject leader</p> | <p>Sep 2026- Sep 2029</p> <p>Annually</p> <p>Termly</p> <p>July 2024</p> <p>July 2024</p> | <p>Raised staff confidence in strategies for meeting needs of all pupils and increased pupil participation</p> <p>Wider use of SEN resources in classrooms</p> <p>Inclusion of all pupils including those with high needs</p> <p>All to have access to PE and be able to participate</p> |



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| AIM                                                     | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | OBJECTIVES                                                                                                                                                                                                                                                                                                                                     | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | PERSON RESPONSIBLE                                                                                                                             | DATE TO COMPLETE ACTIONS BY                                                                                                                                    | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                             |
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| Improve and maintain access to the physical environment | <p>The environment has continued to be adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Sensory room</li> <li>• Parking spaces and ramps (including repaired one to library)</li> <li>• Outside areas revamped – onsite forest school, peace garden</li> <li>• Use of inclusion funding for outlook for high needs pupils</li> <li>• Corridor width</li> <li>• New fire alarm system including automatic gates</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Light switches at accessible height</li> <li>• Interactive boards moveable to an accessible height</li> <li>• Improved visual signage for VI pupils</li> <li>• Layout of classrooms to meet ordinarily available document</li> </ul> | <p>To continue ensure all rooms are accessible to those with disabilities</p> <p>To provide areas for pupils to undertake specific interventions</p> <p>To embed the use of outdoor safe spaces for those with disabilities / SEND (including high needs)</p> <p>To continue to ensure all those with disabilities can be evacuated safely</p> | <p>Continue to consider how to create small group work rooms</p> <p>Review extension to hall</p> <p>Accessible toilets for members of LGBT+ community (previous bid not agreed during 2023-6)</p> <p>Continue with flourishing of peace garden</p> <p>Improve access to reception area during any re-design</p> <p>Develop system to allow entry for wheel chair users</p> <p>Continue to implement personal emergency evacuation plan (PEEP) for disabled pupils staff and visitors</p> <p>Train staff on their responsibilities</p> | <p>HT/Gov/Finance Manager</p> <p>Surveyor/Project manager</p> <p>Diocese</p> <p>Caretaker</p> <p>HT/Gov/Surveyor</p> <p>SENCo/HT</p> <p>HT</p> | <p>July 2028</p> <p>July 2027</p> <p>July 2026</p> <p>Ongoing</p> <p>July 2027</p> <p>Dec 2027</p> <p>September (every year)</p> <p>September (every year)</p> | <p>Those with disabilities are able to move around environment easily</p> <p>All pupils and adults needs are met within the school environment</p> <p>Site design accessible by all</p> <p>Disabled staff/parent/carers feel welcome</p> <p>All disabled pupils, staff and visitors able to have safe independent egress</p> |



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| AIM                                                             | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | OBJECTIVES                                                                              | ACTIONS TO BE TAKEN                                                                                                                                               | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA                                                                                                                                   |
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| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"><li>• Internal signage</li><li>• Large print resources</li><li>• Use of translation resources</li><li>• Dual language texts for any EAL pupils as required</li><li>• Use of sign language</li><li>• Induction loops</li><li>• Pictorial or symbolic representations</li><li>• Use of social stories</li><li>• Interventions on expected/unexpected events</li></ul> <p>Clear information sharing between staff and relevant agencies</p> | To ensure that all disabled pupils understand events, activities and learning at school | <p>Monitored one plans</p> <p>Application for pupils with high needs for EHCP</p> <p>Take advice where Braille is required</p> <p>Continue with interventions</p> | SENCo              | Ongoing                     | <p>SEN paperwork in place for all disabled pupils and all staff aware of pupils needs</p> <p>Confidence of parents to access child's education</p> |



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| AIM                                                                                                       | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | OBJECTIVES                                                                                                                                                                                                                                                                    | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                                                 | PERSON RESPONSIBLE                                                                     | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                    |
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| Improve the delivery of information and provision needs of staff, governors and parents with a disability | <p>Our school uses a range of communication methods to reach school community in a variety of ways. This includes:</p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Newsletters</li> <li>• Youtube</li> <li>• Website for accessible documents</li> </ul> <p>We use 'simple' English. The school office and SLT will support and help parents to access information and complete school forms</p> <p>We implement action plans and engage with outside support:</p> <ul style="list-style-type: none"> <li>• Occupational Health</li> <li>• Counselling services</li> </ul> <p>We ensure that our recruitment process is in line with Equality Act 2010.</p> | <p>To enable parents to have fully accessible information</p> <p>To enable parents to be engaged in all school activities and events</p> <p>To ensure that all staff are aware of school policies, procedures and day to day running</p> <p>To ensure the school appoints</p> | <p>Continue to discuss with stakeholders through discussions and questionnaires about improvements to be made</p> <p>Key information available in relevant translations</p> <p>Office staff or SLT to contact and discuss events with parents for whom access to written materials is not accessible.</p> <p>Multi-lingual signage</p> <p>Review how to ensure our website is accessible by all</p> | <p>Office staff</p> <p>Teachers</p> <p>SENCo</p> <p>Through website designers / IT</p> | Ongoing                     | <p>All staff and Gov's feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p> <p>All parents receive information in a form that they can access</p> <p>Parents know what is happening at school</p> |



## **4. Monitoring**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. Objectives will be assessed annually. It will be approved by the Governing Body.

## **5. Links with other policies**

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

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