Myton Gardens Primary School

Accessibility Plan

Approved by:	Sarah Sheepy	**Date:**	27.11.26
Last reviewed on:	27.11.26		
Next review due by:	27.11.27		

Contents

1. Aims 2
2. Legislation and guidance 3
3. Action plan 4
4. Monitoring arrangements 7
5. Links with other policies 7

---

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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Myton Gardens Primary School aims to be an inclusive environment where all pupils can thrive and make progress from their starting points. Myton Gardens aims to be at the heart of an inclusive community.

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. Stowe Valley Mat has an inclusion pledge which we aim to achieve:



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 Trustees, pupils, staff, Directors and central team members.

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.

3. 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	WHO?	DATE TO COMPLETE BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated and adapted curriculum for all pupils including a specialist resource provision which provides education for pupils with Communication & Interaction needs. • All staff have SEND induction • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources and content include examples of people with disabilities or other protected characteristics • Curriculum progress is tracked for all pupils, including those with a disability and SEND. • Targets are set effectively and are appropriate for pupils with additional needs in the form of MGLPs. Pupils short steps targets are used from their EHCPs. • The curriculum is reviewed to make sure it meets the needs of all pupils	To ensure ongoing audit of the curriculum and pupils' access to it. To work with external professionals to ensure pupils' access to the curriculum is fair. To ensure a staff training offer that means staff are always well informed on their role in accessibility.	Establish a termly curriculum accessibility review led by the SENDCo and subject coordinators. Use pupil progress data and learning walks to identify barriers to access. Create a curriculum accessibility checklist for teachers to use during planning. Involve pupils with SEND and their families in feedback sessions about curriculum access. Maintain a central record of adjustments made and their impact. Use external assessments to inform personalised learning plans. Invite professionals to deliver staff workshops on specific needs (e.g., autism, dyslexia Ensure all new staff have their SEN induction			All pupils make good progress from their starting points Parental feedback about pupils' access to the curriculum will be positive Pupil voice about their enjoyment of the curriculum will be positive.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	WHO?	DATE TO COMPLETE BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Myton Gardens is a brand new accessible primary school. The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • A resource provision for pupils with Communication & Interaction Needs • The classrooms have adjustable height desks to be adaptable to a variety of different learners and learning styles.	To ensure all emergency planning is completed and that all pupils could leave safely in the case of an emergency. To ensure all 'snagging' issues are raised quickly so they can be investigated and corrected quickly. To embed accessibility into policy to ensure that all future procurement is made with accessibility in mind.	PEEP/JEEPs to be written for all pupils where this is needed. Yearly fire evacuation and lockdown procedures. Maintain a rolling programme of physical environment reviews Identify immediate barriers for pupils with mobility, sensory, or neurodiverse needs			Practice evacuations will be timely and safe Pupil voice will show children feel safe and understand how to access their environment

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	WHO?	DATE TO COMPLETE BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Myton Gardens is a brand new accessible primary school. Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Makaton • Widgit • Communications with parents (paper & electronic)	Ensure all staff are aware and trained in the school's communication methods To start to investigate other accessible formats To monitor and evaluate impact of the communication strategy To develop communication-friendly environments in all school spaces.	Engage with specialists to look at other accessible communication techniques. Implement non-negotiables in all the classrooms in terms of communications			

4. Monitoring arrangements

This document will be reviewed annually with the Director of Inclusion during one of the school's visits and updated more frequently as required. It will be reviewed each year by the Executive Headteacher and the local governing body (LGB), and formally approved by the LGB every three years, in accordance with statutory guidance on accessibility plans.

5. Links with other policies

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

- Risk assessments and policies
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy and Information Report
- Supporting pupils with medical conditions policy