

Matthew Arnold Primary School



Accessibility Plan 2026 - 2029

Review date: January 2029

Matthew Arnold Primary School Accessibility Plan 2026 - 2029

Statement of Intent

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 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.

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.

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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Matthew Arnold Primary School the Plan will be monitored by the Head teacher and Senior Leadership team and evaluated by the Premises/Health and Safety Governors' committee. The current plan will be attached to this document.

At Matthew Arnold Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Matthew Arnold Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, staff and wider community of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3) Matthew Arnold 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Matthew Arnold Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the

Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, phone calls, meetings and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

6) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

7) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

8) The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Early communication with new parents and carers enables school to find out information about SEND, additional or medical needs. • When required, school offers an adapted / bespoke curriculum • Physical adaptations are used to support pupils' learning and access to the curriculum e.g. - writing slopes - wobble cushions - pencil grips - kick bands - sensory support - iPad – talk to text etc - Chew toys • The curriculum is reviewed to make sure it meets the needs of all pupils • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Intervention and targeted support is used appropriately, and reviewed regularly, to ensure pupils are making progress in targeted areas.	To ensure that all children are fully supported to access the curriculum, in particular in relation to the current OFSTED framework To continue to develop curriculum adaptations to support learning. To implement physical adaptations to allow curriculum access for all	Continued training / development of adaptations of teaching and learning. Review needs of children with SEN to ensure physical adaptations are in place	HT SENDCO	Ongoing	All pupils have necessary adaptations to access curriculum. The impact of these can be seen in children's learning and during pupil review.

Improve and maintain access to the physical environment	The school environment is adapted to the needs of pupils and parents/carers School is a two-storey building. • There are wide corridors and several access points from outside (downstairs). • All main entrances along with the external doors are on one level and accessible to wheelchair users (downstairs) • There is a lift to the rear of the main school building for upstairs access • Disabled toilets are available. These are fitted with a handrail and a pull emergency cord. • Access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders. • Disabled parking bays are close to the main entrance. • The school has internal emergency signage and escape routes are clearly marked. • Resources are placed at an accessible height • All pupils are included in trips and visits. Individual risk assessments and support is put in place when needed so all children are able to access the full curriculum enhancement	To maintain safe access round the interior and exterior of the school.	Ongoing review of site to ensure accessible for all. Consideration given, and advice sought when necessary, when making any adaptations to the building or grounds. Ensure walkways and other areas are clear and accessible	HT SBM Site Manager	Ongoing review of whole site	School building and site remain fully accessible to all – pupils, staff, parents and visitors
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Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Documentation on the website. Is accessible for parents • Written materials are available in alternative formats on request. • School staff are aware of parents who may need support in accessing materials and assist with this • Parents who may need help with completing forms or written information are supported in this by school. • Phone calls or direct conversation with parents who may struggle to interpret written language	To improve use of visuals to increase understanding of written information Have interpretation and translation technology or services available for parents who cannot access spoken English	Develop the use of Widgeit to improve picture communication support. Use Widgeit to make classroom resources (eg. word mats, visual timetables, social stories). SENDCo / experienced staff to support all relevant staff members in how to use Widgeit. Use online translation tools in meetings eg. Google translate. Allow parents enough time to organise their own translators for meetings.	SENDCO SLT Admin staff	Widgeit – by Sept 2026 Translation - ongoing	Information is accessible to all through delivery in a range of ways. Delivery is considered by all staff when sharing information.
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