



School Accessibility Plan 2025 - 2026

Approved by:	Senior Leadership Team
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Last reviewed on:	October 2025
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Contents

1. Purpose.....	2
2. Legislative Framework.....	2
3. Aims.....	2
4. Objectives	3
5. Monitoring and Review	4
6. Related Policies and Documents	4
7. Publication	4
8. School Building Map.....	5

1. Purpose

This Accessibility Plan outlines how Milton Mount Primary School will continue to develop and improve accessibility for all members of our school community including pupils, parents and carers, staff, and visitors. The plan identifies the school’s ongoing commitment to providing equal access to education, facilities, and information, and to promoting a culture of inclusion and respect.

2. Legislative Framework

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and reflects guidance from the Department for Education (DfE) on the Equality Act 2010. Under the Act, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Key related legislation and guidance:

- Equality Act 2010
- SEND Code of Practice (0–25 years)
- DfE guidance: Equality Act 2010 – Advice for Schools

3. Aims

Milton Mount Primary School is committed to providing an inclusive environment where:

- All pupils have full access to a broad, balanced curriculum.
- Diversity is celebrated, and barriers to learning are identified and removed.
- Reasonable adjustments are made to support the participation of all pupils, staff, and visitors.
- The views and expertise of parents and pupils are respected, and confidentiality is maintained.

Our Accessibility Plan focuses on three key areas:

1. Access to the curriculum
2. Access to the physical environment
3. Access to information

4. Objectives

Objective	Current practice	Actions	Responsibility	Timeframe	Success criteria
Improve Access to the Curriculum	<p>Tailored curriculum and resources to meet the needs of all children.</p> <p>Progress tracked for all pupils, including those with disabilities.</p> <p>Individual targets set for pupils with additional needs.</p>	<p>Ensure consistent use of scaffolding and visual supports across all subjects.</p> <p>Develop a tracking system suitable for learners with complex needs.</p>	Senco and SLT	Termly reviews	<p>Evidence of scaffolding and visual support across all lessons.</p> <p>SEN tracking system accurately records and supports progress.</p>
Maintain Access to the Physical Environment	<p>Step-free access via lift to all areas of the main building.</p> <p>Wide, unobstructed corridors.</p> <p>Accessible toilets and changing facilities.</p> <p>Library shelving at wheelchair height.</p> <p>Specialist equipment provided for individual needs.</p>	<p>Conduct a regular accessibility audit of the school site.</p> <p>Address any identified issues to maintain full access for all users.</p>	Premises Manager	Annual	Full accessibility maintained throughout the school environment.

Improve Access to Information	<p>Use of visual supports in classrooms.</p> <p>Availability of large-print materials.</p> <p>Use of dyslexia friendly strategies.</p> <p>Use of widget to enhance communication</p> <p>Use of AI to enable access to resources for all languages.</p>	Provide ongoing support and training to staff	Senco	Annual	<p>Staff trained in using a variety of communication methods to support all learners.</p> <p>Improved communication and engagement for pupils requiring alternative communication methods.</p>
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5. Monitoring and Review

- The Accessibility Plan will be monitored by the Local School Committee.
- Progress will be reported to the committee annually.
- The plan will be reviewed annually or earlier if new guidance or changes to the school environment require it.
- Ofsted may review compliance with the plan as part of inspection process.

6. Related Policies and Documents

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- Emergency Plan
- Special Educational Needs (SEND) Policy
- School Development Plan

7. Publication

This Accessibility Plan is available on the Milton Mount Primary School website and can be provided in alternative formats upon request.

8. School Building Map

A plan of the school building showing areas of accessibility is shown below:

(Note – all areas of the school building are accessible)

