

Accessibility Plan 2026-27 – Mundella Primary School

1. Introduction & Legal Framework

This Accessibility Plan is designed to ensure that the school meets its duties under the **Equality Act 2010**, which requires schools to plan for and increase access to education for pupils with disabilities by:

1. **Improving access to the curriculum**
2. **Improving access to the physical environment**
3. **Improving the availability of accessible information**

This plan should be read in conjunction with:

- Accessibility Policy
- SEND Policy
- Teaching & Learning Policy
- Equality Policy
- Health and Safety Policy
- School Improvement Plan
- Digital Strategy
- Anti-Bullying Policy

2. Current Position & Key Strengths

Our school currently:

- Offers High Quality Inclusive Teaching with appropriate differentiation
- Has a SENCO who coordinates provision for pupils with SEND
- Uses personalised plans and pupil passports
- Provides staff with regular CPD on inclusion, SEND and adaptive practice
- Ensures that reasonable adjustments are made where needed
- Works with external agencies to support pupils
- Has key accessibility features (e.g., ramps, accessible toilet, level entrances)

3. Vision

Mundella Primary School is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Mundella Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant 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 all other pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Maintain or improve 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables and information about the school and school events.

Below are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

The Action Plan for physical accessibility relates to the access of the school. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

- The Plan will be monitored through the Trust Business Committee
- The school will work in partnership with the Trust in developing and implementing this plan.
- The Plan will be monitored by Ofsted as part of their inspection cycle.
- The Plan will be reviewed annually

The plan will use the following key to categorise:

Priority	Cost
High P1	Up to £1000 – C1
Med P2	£1001 - £7999 – C2
Low P3	Over £8000 – C3

Items greyed out are included as considered relating to accessibility but no prioritised action required.

4. Accessibility Plan Objectives

Context:

1. A walk around focussing on accessibility was completed by the TBM and Site Manager. Discussion has also been undertaken with SLT, FLO and a member of the school community who is visually impaired. Outsourced kitchen staff were also consulted regarding accessibility.
2. Significant building works have been undertaken since 2022 impacting the physical layout of the school.
3. This review takes note of these changes as well as any consideration for future improvements.
4. There may be persons attending the school site with disabilities that are not visible. Our intention is to ensure the school is as accessible to all as is reasonably practicable.

1. Improving access to the curriculum

Target	Strategy	Outcome	Priority	Cost	Who is Responsible?	Timescale
Ensure teaching meets the needs of all pupils	- Staff training on adaptive teaching, scaffolding, SEN strategies - Regular learning walks focusing on inclusion	Lessons meet diverse needs; pupils with SEND make good progress	P1		SENCO, SLT	Ongoing
Improve support for pupils with communication & interaction needs	- Implement visual supports (timetables, prompts) - Train staff in strategies for autism/SLCN	Pupils demonstrate increased independence and engagement	P2		Teachers	Ongoing
Increase access to enrichment & extracurricular opportunities	- Audit activities to identify barriers - Make reasonable adjustments (quiet zones, adapted equipment)	Pupils with SEND participate in ≥75% of available clubs/events	P3		SLT, Club Leaders	2026/27
Strengthen use of technology to support learning	- Expand use of tablets/laptops - Train staff in assistive tools (speech to text, screen readers)	Pupils with additional needs access learning more independently	P4		Computing Lead, SENCO	2026/27
Increase access to the curriculum for pupils with SEND	- Quality first teaching is the best interventions for all children. Where children have additional needs, planned interventions are pitched at the next step in learning to enable children with SEND to make good progress. - Interventions are evaluated termly and targets are reviewed. - Class timetables, personalised plans and passports which support learning at a more targeted level are accessed	Launch Evidence for Learning to centralise key information to children with SEND and enable precise monitoring of impact.	P5		HT/ SENCO	Ongoing

	through an online resource. -Each classroom uses a universal visual timetable -Termly pupil progress meetings allow teachers and SLT to discuss provision for children who may need additional support -Teaching and support staff undertake regular training on supporting children with SEND and personalising learning. Speech and Language link has been implemented and is supporting children's development in EYFS and across the school.					
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Comment:

2. Improving access to the physical environment

Target	Strategy	Outcome	Priority	Cost	Who is Responsible?	Timescale
Access to the school	The school needs an automated door at the entrance. Improve communication system with office staff.	To allow access to the building for people with a disability. Office staff and visitors would be able to hear each other clearly.	P3	C3	Trust and School Leadership	Long term planning
The school is sited in an old Victorian building with a number of steps/stairs	Where it is reasonable (physically able and financially achievable),	Alterations have been made (see above) in addition, ramp access has been introduced to	P1		Combination of L.A. and Trust projects. TBM, HT.	Complete

	alterations have been made. It is acknowledged that there are some steps that cannot be addressed, however there is the ability to traverse across the whole site.	ensure egress and accessibility to the playground.				
Maintain safety for visually impaired people	Contrast is highlighted as the most important request. Steps to mitigate have been put in place such as painting the edge of steps with yellow paint. A further action resulting from the new entrance is that the doorbell/intercom is not easy to see as it is white on a white back ground	To ensure that step edges are continually visible.	P1	C1	Site Mgr	Complete
		To provide a solution to the doorbell/intercom to ensure it is suitably visible.	P1	C1	Site Mgr	End Term 5
Comment: It was noted that the need for yellow edging to steps was picked up on one of the newly introduced HT walk arounds, showing strength in this model.						
Kitchen	Currently there are no members of staff with disability working in the kitchen. The size of kitchen and steps to exit were identified as barriers.	These are known issues to potentially be addressed through the CIF route as criteria and priority permit.	P3	C3	Trust and School Leadership	Long term planning
Comment: In order to mitigate the use of the steps, staff and deliveries use the main entrance. The steps would only be used as a fire exit route.						
The Staffroom	This has been relocated as a result of building projects. This is accessible from the outside via steps, alternatively it may be access via the hall which is easily accessible		P2			Complete
The Hall	This is accessible from the corridor.					
The Playground	All classrooms have access to the playground. A number of other areas (kitchen and corridors) also lead out to the	Over the years mitigation has been put in place with the installation of ramps wherever practicable	P3	C1	Trust and School Leadership	Long term planning

	playground. These were all via steps. Access to playground/ school is via steps. Consideration should be made to add a temporary ramp to allow for wheelchair access and evacuation.	Look at suitability for a temporary ramp				
Classrooms	Classrooms are all on one level with access to the playground as described above. There is suitable lighting, though an on-going project to replace with LED is in progress. Height adjustable furniture can be made available if required.	Suitable LED lighting in all classes.	P2	C3	Trust and School Leadership	Long term planning
Library	In the event that pupils or staff needed shelves at wheelchair accessible height the layout of books would be considered.		P3	C1	School Leaders	Long term planning
Office	A new office area has recently been constructed.	The following need to be considered: • Internal Signage • Large Print Resources • Braille • Induction Loops • Pictorial or symbolic representations	P2	C1	School Leaders	2026/27
Toilet facilities	These are mainly located in the main corridor. Pupil toilets are provided separately for girls and boys. Individual adult facilities are located around the school.	There is a disabled toilet along the main corridor. Generally other toilets are not well designed with accessibility in mind. As future improvements are planned the issue of accessibility will be considered.	P3	C1	Trust and school Leadership	Long term planning

Comment: It was noted that a disabled person may require assistance to enter the disabled toilet as the door is not automated and has a door closer that makes it heavy.						
Trust Office Area	Trust offices are on the 1 st floor accessed via a steep set of stairs. As part of the original Victorian building this is difficult to address from an accessibility position.	There are currently no disabled personnel working in the Trust team, however it is acknowledged that this could be a barrier to overcome in the future. This featured in a recent Maternity Risk Assessment.	P3	C1	Trust and School Leadership	Long term planning
Site Mgr Office	Though on the ground floor, this area is accessed via steps and is therefore not accessible. It is not easily rectifiable.	This area is not widely used – there is an online portal to report issues to the Site Mgr.	P3	C1	Trust and School Leadership	Long term planning
Fire Exits	Ensure there are enough fire exits around the school that are suitable for people with a disability		P1	C1	Trust and School Leadership	Long term planning
Comment: It was noted that a fire exit that leads from the main corridor out on to the main road has a low step that is non wheelchair friendly. Children and staff with disabilities to have PEEPs if needed.						
Accessible Car Parking	There are no parking facilities at the school	It is therefore not possible to provide accessible parking. We do have a parking permit to lend. It may be possible to work with the local council to have a disabled parking spot allocated on the public highway. Enquiries to be made.	P2	TBC	HT/Trust Exec Team	End Term 6
Field	Access is via a steep slope, to pavilion and grass areas. There is a disabled toilet. There is no phone at the field, but there is a red pull cord which sounds alarm from in pavilion.		P1	C1	Trust and School Leadership	Long term planning

Pre-School	The school opened a preschool in January 2025. There is access from the main office and playground via a ramp. There is not a disabled toilet within the preschool but accessed via the main disabled toilet in the corridor.		P3	C1	Trust and School Leadership	Long term planning
Comment:						
3. Improving the availability of accessible information						
Target	Strategy	Outcome	Priority	Cost	Who is Responsible?	Timescale
Ensure written information is accessible to pupils and families	- Provide documents in large print/audio on request - Use plain English - Provide translations where possible	Families report improved access to school information			Admin Team	Ongoing
Improve accessibility of digital communications	- Ensure website meets accessibility standards (WCAG 2.1) - Provide alternative formats for newsletters, homework	Website is compliant; families access information independently			Computing Lead	2026/27
Ensure pupils receive information in accessible formats	- Use visual prompts, simplified text, vocabulary lists - Provide reading rulers, overlays	Pupils better understand expectations and instructions			Teachers	Ongoing
Comment:						

5. Monitoring & Review

The LAC (Local Academy Committee) will:

- Review this plan annually

- Evaluate progress against targets
- Ensure compliance with legal duties

SENCO will:

- Report termly to SLT and LAC
- Adapt the plan based on pupil needs and feedback
- Monitor the impact of interventions and reasonable adjustments

6. Publication

This Accessibility Plan will be:

- Available on the school website
- Provided in alternative formats upon request
- Shared with staff annually