

Accessibility Plan



Myton Park
Primary School

Status	Date
Date issued	September 2025
Prepared by	Alison Morgan
Review date	September 2028
Date adopted by Governing Body	25 September 2025

Together we nurture, inspire and achieve

Accessibility Plan

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. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Myton Park Primary School, equality is a fundamental key principle for our interactions with all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated.

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.

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.

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

Health and safety policy

Equality policy and objectives

Special educational needs (SEN) policy and information report

Supporting pupils with medical conditions policy

Myton Park Accessibility Plan 2025-2028

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and whilst a three year plan, this will be reviewed annually.

Access to the curriculum				
Action	Person Responsible	Timescale	Monitoring	Outcomes
To make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities.	Class Teachers	July each year as part of transition and preparation. Reviewed throughout the year.	SENDCO / HT	Children with disabilities are able to fully access the curriculum.
Ensure that any necessary specialist equipment is available to support children with disabilities. Review reports from professionals to determine what is needed.	HT / SENDCO	As needed by children, particularly with EHCPs SEND budget.	Class Teachers / HT	Children with disabilities are well supported in school.
When planning for the curriculum, consideration is give to children with disabilities.	Class Teachers / Subject Leaders	September 2022 and ongoing	Evaluation schedule completed by SLT and Subject Leaders	Disabled learners learn effectively and make good progress in all curriculum areas
When planning / reviewing the curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.	Subject Leaders	Annually as part of curriculum review in Summer Term	SLT	Class teachers have the appropriate resources to meet the learning needs of disabled learners and as a result disabled learners make good progress.
When planning educational visits, residential and experiences ensure that the needs of children with disabilities are taken into account.	Class Teachers	On going	DHT as curriculum lead and SENDCO	Children with disabilities access a range of educational visits, residential and experiences.
Ensure staff are appropriately trained in meeting the needs of children with disabilities.	HT	On going	Governing Body	Staff are confident in supporting children with disabilities. The learning, social and medical needs

				of children with disabilities are met.
Physical Environment				
Action	Person Responsible	Timescale / Cost	Monitoring	Outcomes
Ensure appropriate specialist furniture is available to support children with disabilities.	HT	On going School budget	EHCP review process / Governing Body	Children with disabilities are well supported.
Ensure building remains fully accessible. Site is a one floor building and is fully accessible. Automatic doors to the front of the building and designated disabled car parking bays to the front of the building, support access. No narrow pathways on the school site.	PFI	On going PFI	HT	Provision is maintained so that all children with a disability can access the school.
Access to written information/improving the delivery				
Action	Person Responsible	Timescale	Monitoring	Outcomes
Ensure school website holds all of the information that parents require (Special Educational Needs)	SENDSCO/DHT SBM	Evaluate September 2022 and update where necessary.	HT Governing Body	Stakeholders have an up to date bank of information.
Information displayed around school e.g. signs, notices, displays, instructions meets the needs of disabled children and families. As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them.	HT SENDSCO/DHT SBM PFI	Review and action where appropriate	Governing Body Where appropriate discussions with disabled learners and families.	Disabled learners can access information which is displayed and make effective use of it.

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