



Miers Court Primary School

Accessibility Plan

Policy Scope: Miers Court Primary School

Responsibility: Local Academy Board

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Aims of the Accessibility Plan

This plan outlines how Miers Court Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the physical environment, curriculum and information).

A person is regarded as having a disability under the Act where 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. This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Local Academy Board (LAB) also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

1.1. The LAB and a member of SLT will undertake an annual Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the physical environment – the LAB will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to the curriculum – the LAB will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to information – the LAB will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.4 The findings from the audit will be used to identify actions to address specific gaps and improve access.

1.5 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6 The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Physical Environment

Local Academy Boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Most of the school building is accessible to all as we are all on one level.

Toilets are accessible and there is also access to a toilet for people with a disability.

We have one area where there are steps to the outside and steps down to the playground, and one where there is a slight step down on to the playground.

However, for the area where there are multiple steps, there is an alternative route which is accessible for wheelchairs and people with limited mobility.

Internal doors are heavy as they are fire doors and they do not open automatically because they are there for safeguarding purposes.

The main door into the school cannot be opened automatically.

	Issue	What	Who	When	Actions / Outcome	Review
1	Office and learning environments	Develop a warm and welcoming environment for parents and children, particularly those with disabilities including ASC, ADHD and other invisible disabilities. Access to the building meets all accessibility requirements with certificates on display and checked annually.	Principal Office Staff SENCo Estates Team	Autumn Term 2025	Warm welcoming environment Tidy and clutter free Celebrating children's learning Consistent approach to displays – eg neutral background Resources clearly labelled and accessible where needed for children. Children can access supports for learning which they need independently Relevant certificates displayed and fully compliant.	Oct 2025
2	External environment	Ensure that external paving, kerbs are pathways are maintained	Principal Estate Team	Autumn Term 2025 On-going	A Health and Safety audit is completed of the external areas of the school Plan of action for repair / development completed and costed	Dec 2025
3	KS1 adventure playground	Develop this area so that it can safely be used by pupils throughout the year	Principal Estates Team Phase 1 and 2 Leads SENCo	Autumn Term 2025 On-going		Termly

Planning duty 2: Curriculum

Local Academy Boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Our staff are skilled at supporting pupils with a range of disabilities or impairments.

We work closely with outside professionals such as those from Marlborough Outreach Team; Teachers for the Hearing Impaired etc to support pupils within the school. Staff receive regular training updates to ensure that we are always following best practice guidance.

Our classrooms are set up to be ASD friendly, which is also good practice for other children as well.

Pupils are not excluded from participating in activities and reasonable adjustments are made to support this.

	Issue	What	Who	When	Action / Outcome	Review
1	Adaptive Teaching	All staff to be confident in delivering lessons which are planned appropriately for all pupils regardless of learning needs and are adapted in the moment within lessons themselves.	SENCo Principal Class teachers	Autumn Term 2025	Appropriate resources ordered and being used Appropriate training given Monitoring and support are provided	Autumn Term 2025 and on-going throughout the year
2	Assistive Technology	Staff and children to be able to use appropriate assistive technology to support curriculum access to pupils who need it	SENCo Principal Class teachers	Autumn Term 2025	Hardware/software is available as required. Staff are supported by relevant experts including SENCo, IT Team	Autumn Term 2025 and on-going throughout the year
3	Support Staff Training	Support staff to receive relevant training in order to support pupils with additional needs. This includes in-house training from other staff and external training as required.	SENCo Principal Class teachers	Autumn Term 2025	Training needs identified Plan developed Training included within Performance Development structure as required.	Autumn Term 2025 and on-going throughout the year

Planning duty 3: Information

Local Academy Boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

School information is shared with all pupils and parents via Arbor, on the school website and paper copies where requested.

	Issue	What	Who	When	Outcome	Review
1	Effective communication from school to parents	School to share information with parents through Arbor , Class Dojo so parents have the relevant information they need without being overwhelmed	Principal SLT Office	Autumn Term 2025 On-going	Look at how much information is shared each week and by who Question - Is this effective?	Spring 2025
2	Parents need greater support from school staff to access Early Help, SEND resources etc	SENCo and Home School Support Officer continue to develop relationships and open-door policy to support parents to signpost and access the support they need	Principal	On-going	Home School Support Officer and /or SENCo leading coffee mornings and arranging workshops for parents. Clear signposting in place through newsletters and website pages for support. Improved relationships with parents.	Summer 2026
3	EAL communication	All EAL parents need to be able to understand communication to and from home. This includes the use of AI and technology for translation and also using the professional network when necessary across the Trust and other support systems in Medway.	Principal SENCO HSSO	On-going	All parents will be able to understand the communication between home and school	Summer 2026